



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary STEM Magnet School	19-64881-6119549	March 16, 2021	April 29, 2021

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Each month during our ELAC and SSC meetings we provide our stakeholders current data related to student progress and our progress toward SPSA goals. As we approached the development of our SPSA plan for this year, we discussed the practices that provided student growth and ensured that those practices continued to be reflected in our upcoming plan. We also identified additional supports needed, base on school wide data, and prioritized, based on funding, the support needed to carry out our goals. Finally after further review of our CASSPP we adjusted our practices to ensure that specific monitoring and support is given to our SpEd students' growth.

Resource Inequities

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

We have observed minimal gains in students' progress in ELA and Math as we implemented the 18 - 29 goals. We are confident, based on data, that during our 19-20 school year, the practices we put in place (outlined in our 19-20 SPSA) produced growth toward our students meeting State Standards.

Our goals that we will continue to implement consist of the following two main focus areas:

- I. Students will read analytically with rigor and complexity.
- II. Teachers will deliver research-based Instruction with Mastery in order to help students close the holes and gaps in reading and meet grade-level standards in reading and writing.

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

- A) Build Close Reading Skills and Strategies with Teachers and Students
- B) Build in Gradual Release Model instruction with Teachers for Students to build rigor and complexity in reading.
- C) Enhance Data Analysis Skills in Teachers in order to meet Students academic needs and progress monitor
- D) Build Academic Discourse across the curriculum for both Teachers and Students in order to build understanding and close the reading and writing gaps.
- E) Make Professional Development systematic and ongoing with built in Teacher Coaching
- F) Student gaps are in different areas...if the focus is not on the need of individual students, a student's existing gaps may be glossed over

- G) Instruction may not have been differentiated enough to address the existing gaps of individual students to further accelerate growth their growth.
- H) Teachers understand the need to teach “grade level standards” and sometimes focus on those specific skills and sometimes neglect the prerequisite needs of individual students in lesson designs.
- I) There may be a lack of teacher ability to provide sufficient differentiation to meet the math developmental span of students (often ranging from 3-4 grade levels in one classroom).
- J) The implementation of problem solving instructional practices has shown measurable gains in students' performance in those areas.
- K) Continued adherence to the WESM school wide plan (Problem of the Day and math "Journaling" will result in continued improvement in this area.)

School Vision and Mission

WESM SCHOOL VISION

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

WESM's School Mission:

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

WESM VALUES

In order to fulfill the vision of Washington Elementary STEM Magnet, we will:

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

School Profile

School Culture

Grade Span:	K - 5th
Socio-Economically Disadvantage:	86.2% (394 students)
Student Enrollment:	457 students
Feeder Middle School:	Washington Middle STEAM Academy
Feeder High School:	John Muir High School
Hispanic Population:	85% (388 students)
African American Population:	11% (51 students)

Other:	1% (6 students)
English Learner Population:	30% (137 students)
Special Ed Population	10% (45 students)
Foster Youth	0.883% (4 students)
Homeless Population	5% (25 students)

School Staffing: 18 Classroom Teachers

COACHES

1 Instructional Coach

1 Math Coach

1 Science Teacher,

1 Technology / Computer Science Teacher (due to lack of funding this position will be terminated for the 20-21 school year)

Support Staff:

1 Bilingual Community Liaison (67%)

2 Project Aide

3 Noon Aides (2.5 hour)

Mental Health Provider: Five Acres, PUSD Mental Health, and Healthy Families

After School Programs: LEARNS from 2:15 - 6:00 PM

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	11.20%	12.55%	12.06%	57	62	55
Asian	0.39%	0.4%	0.22%	2	2	1
Filipino	1.38%	1.62%	1.54%	7	8	7
Hispanic/Latino	85.46%	84.41%	83.99%	435	417	383
Pacific Islander	%	%	0%			0
White	0.79%	1.01%	1.97%	4	5	9
Multiple/No Response	%	%	0.22%			1
Total Enrollment				509	494	456

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	95	60	67
Grade 1	86	81	71
Grade 2	82	81	68
Grade3	88	89	73
Grade 4	89	89	84
Grade 5	69	94	93
Total Enrollment	509	494	456

Conclusions based on this data:

1. Washington has experienced the effect of declining enrollment due to many families moving out of Pasadena due to high rent.
2. During the 19-20 school year, we continued to experience declining enrollment and dropped from 494 students to 457 students (a decline of 37 students which accounted for a loss of one teacher for the 19-20 school year)

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	182	160	134	35.8%	32.4%	29.4%
Fluent English Proficient (FEP)	123	117	100	24.2%	23.7%	21.9%
Reclassified Fluent English Proficient (RFEP)	95	20	19	34.4%	11.0%	11.9%

Conclusions based on this data:

1. Washington has worked diligently on reclassifying eligible English Learners. Our goal has been to reclassify a minimum of 15% of our identified English Learners.
2. In order to meet this goal, we put into practice strategic instructional practices that engaged English Learners in practices of Thinking, Saying, Reading, and Writing language
3. We will continue to implement the above goals as well as incorporate the ELA program IXL and Scholastic Readers

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 3	94	88	91	94	88	87	94	88	87	100	100	95.6
Grade 4	78	91	89	77	91	88	77	91	88	98.7	100	98.9
Grade 5	96	68	91	96	68	90	96	68	90	100	100	98.9
All Grades	268	247	271	267	247	265	267	247	265	99.6	100	97.8

* 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 3	2384.	2389.	2384.	12.77	11.36	9.20	19.15	22.73	21.84	23.40	32.95	31.03	44.68	32.95	37.93
Grade 4	2403.	2431.	2425.	5.19	12.09	9.09	16.88	26.37	23.86	27.27	18.68	25.00	50.65	42.86	42.05
Grade 5	2457.	2466.	2486.	6.25	13.24	11.11	29.17	20.59	36.67	17.71	23.53	17.78	46.88	42.65	34.44
All Grades	N/A	N/A	N/A	8.24	12.15	9.81	22.10	23.48	27.55	22.47	25.10	24.53	47.19	39.27	38.11

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 3	12.77	15.91	6.90	38.30	42.05	51.72	48.94	42.05	41.38
Grade 4	6.49	14.29	10.23	57.14	41.76	48.86	36.36	43.96	40.91
Grade 5	9.38	10.29	16.67	46.88	45.59	48.89	43.75	44.12	34.44
All Grades	9.74	13.77	11.32	46.82	42.91	49.81	43.45	43.32	38.87

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 3	12.77	11.36	8.05	38.30	40.91	51.72	48.94	47.73	40.23
Grade 4	5.19	9.89	9.09	38.96	48.35	46.59	55.84	41.76	44.32
Grade 5	15.79	19.12	17.78	55.79	42.65	48.89	28.42	38.24	33.33
All Grades	11.65	12.96	11.70	44.74	44.13	49.06	43.61	42.91	39.25

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 3	7.45	14.77	13.79	71.28	63.64	58.62	21.28	21.59	27.59
Grade 4	7.79	14.29	17.05	63.64	64.84	57.95	28.57	20.88	25.00
Grade 5	5.21	7.35	8.89	68.75	66.18	72.22	26.04	26.47	18.89
All Grades	6.74	12.55	13.21	68.16	64.78	63.02	25.09	22.67	23.77

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 3	18.09	12.50	12.64	44.68	60.23	43.68	37.23	27.27	43.68
Grade 4	9.09	17.58	6.82	46.75	48.35	59.09	44.16	34.07	34.09
Grade 5	17.71	23.53	26.67	41.67	44.12	44.44	40.63	32.35	28.89
All Grades	15.36	17.41	15.47	44.19	51.42	49.06	40.45	31.17	35.47

Conclusions based on this data:

- ENGLISH LANGUAGE ARTS: CAASPP Overall Achievement for All Students**
English Language Arts: Dashboard Conclusion #1 - Distance from the next Level
Moved from -38.6 average points to 36.9 average points from Met (Level 3)

ALL STUDENTS: Maintained with a slight increase of a 1.8 points from the prior year (we needed to increase our average by 3 points)
ENGLISH LEARNERS; Declined 9.5 average points
SOCIOECONOMICALLY: Declined 3.3 average points
HISPANIC: Maintained with an increase of 2.1 points

WESM dropped from Level 3 yellow category (which is lowest possible scale score within the Standard Met) to Level 2 Orange (which is the category for students nearly Meeting standard)

English Learners meeting grade level standards decreased overall from 14% to 23% and we have seen a decrease in those Not Meeting Benchmark from 49% to 39%
- Caaspp READING**

 - 10.68% increase in the Above/Met/Near Standards category between (2015-16/ 2017-18) and 4.03% increase in the Above/Met/Near Standards category between (2016-17/ 2017-18)
We are showing a consistent growth trend in the Above/Met/Near/Standards category
Our goal is to continue this growth trend by showing a minimum of 5% growth rate each consecutive year in these categories.
 - We are seeing a continual decrease in the number of students in the Below Standards.
The greatest % decrease was between 2015-16 and 2017-18.
The goal is to continue to see a minimum of 10% decrease in order to move students toward grade-level proficiency and close the academic gap.

Caaspp WRITING

 - 9.09% increase in the Above/Met/Near Standards category between (2015-16/ 2017-18) and 1.92% increase in the Above/Met/Near Standards category between (2016-17/ 2017-18)
We are showing a consistent growth trend in the Above/Met/Near Standards category
The goal is to continue this growth trend by showing a minimum of 5% growth rate each consecutive year in these categories.

2) We are seeing a continual decrease in the number of students in the Below Standards
The greatest % decrease was between 2015-16 and 2017-18.
The goal is to continue to see a minimum of 10% decrease in order to move students toward grade-level proficiency and close the academic gap.

English Learners in the area of Reading - Above - Meeting - Nearly Met, has increased from 46% to 56% and decreased in the area of Not Meeting from 54% to 43%

3. Caaspp LISTENING

1) 8.33% increase in the Above/Met/Near Standards category between 2015-16/ 2017-18 and
9.19% increase in the Above/Met/Near Standards category between 2016-17/ 2017-18
We are showing a consistent growth trend in the Above/Met/Near Standards category
The goal is to continue this growth trend by showing a minimum of 10% growth rate each consecutive year in these categories.

2) 8.33% fewer students are in the Below Standards category between 2015-16/ 2017-18 and
2.42% fewer students are in the Below Standards category between 2016-17/ 2017-18
We are seeing fewer students in the Below Standards category each consecutive year.
This means students are moving toward grade-level proficiency and we are closing the academic gap.

Caaspp RESEARCH / INQUIRY

English Learners in the area of Writing - Above - Meeting - Nearly Met, has increased from 48% to 56% and decreased in the area of Not Meeting from 52% to 43%

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 3	94	89	91	94	88	87	94	88	87	100	98.9	95.6
Grade 4	78	91	89	76	91	88	76	91	88	97.4	100	98.9
Grade 5	96	68	91	96	68	90	96	68	90	100	100	98.9
All Grades	268	248	271	266	247	265	266	247	265	99.3	99.6	97.8

* 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 3	2418.	2407.	2407.	17.02	11.36	11.49	23.40	26.14	21.84	22.34	26.14	31.03	37.23	36.36	35.63
Grade 4	2441.	2446.	2434.	7.89	9.89	7.95	22.37	29.67	22.73	25.00	23.08	28.41	44.74	37.36	40.91
Grade 5	2443.	2464.	2491.	8.33	7.35	16.67	8.33	16.18	17.78	22.92	22.06	30.00	60.42	54.41	35.56
All Grades	N/A	N/A	N/A	11.28	9.72	12.08	17.67	24.70	20.75	23.31	23.89	29.81	47.74	41.70	37.36

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 3	32.98	29.55	16.09	24.47	31.82	44.83	42.55	38.64	39.08
Grade 4	23.68	21.98	19.32	23.68	29.67	26.14	52.63	48.35	54.55
Grade 5	10.42	14.71	30.00	17.71	22.06	27.78	71.88	63.24	42.22
All Grades	22.18	22.67	21.89	21.80	28.34	32.83	56.02	48.99	45.28

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 3	20.21	13.64	14.94	37.23	38.64	47.13	42.55	47.73	37.93
Grade 4	11.84	12.09	9.09	28.95	41.76	44.32	59.21	46.15	46.59
Grade 5	9.38	7.35	11.11	32.29	35.29	45.56	58.33	57.35	43.33
All Grades	13.91	11.34	11.70	33.08	38.87	45.66	53.01	49.80	42.64

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 3	22.34	17.05	17.24	46.81	57.95	52.87	30.85	25.00	29.89
Grade 4	14.47	17.58	13.64	38.16	42.86	42.05	47.37	39.56	44.32
Grade 5	4.17	5.88	15.56	42.71	41.18	42.22	53.13	52.94	42.22
All Grades	13.53	14.17	15.47	42.86	47.77	45.66	43.61	38.06	38.87

Conclusions based on this data:

- CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.7 (Orange) from 2019 by a total of 12.6 or more (to reach Yellow) with a stretch goal of 12.7 or more (to reach Green) to end at -25.1 or higher by the end of the 2020-2021 school year.

SBAC Overall Mean Scale Scores indicate that WESM students have made scale score progress at a faster rate than PUSD (as opposed to band level performance).

PUSD Scale Score Growth from 2015-2016 to 2017-2018 (average of Grades 3-5) ~ 11.4
WESM Scale Score Growth from 2015-2016 to 2017-2018 (average of Grades 3-5) ~ 23.5

2015-2016 PUSD 3rd Grade Mean Scale Score: 2418.3
2017-2018 PUSD 3rd Grade Mean Scale Score: 2429.3
Net Change =11

2015-2016 PUSD 4th Grade Mean Scale Score: 2457.4
2017-2018 PUSD 4th Grade Mean Scale Score: 2473.3
Net Change =15.9

2015-2016 PUSD 5th Grade Mean Scale Score: 2477.8
2017-2018 PUSD 5th Grade Mean Scale Score: 2485.1
Net Change =7.3

2015-2016 WESM 3rd Grade Mean Scale Score: 2382.6
2017-2018 WESM 3rd Grade Mean Scale Score: 2407.3
Net Change =24.7

2015-2016 WESM 4th Grade Mean Scale Score: 2426.2
2017-2018 WESM 4th Grade Mean Scale Score: 2446.9
Net Change =20.7

2015-2016 WESM 5th Grade Mean Scale Score: 2439.0
2017-2018 WESM 5th Grade Mean Scale Score: 2464.0
Net Change =25
- SBAC Area Achievement Level Descriptors indicate that WESM Students have shown significant improvements in each of the key mathematical areas. Problem Solving and Modeling and Data Analysis remains an area of relative concern and will continue to be an area of focus. Continuous adherence to the WESM school wide plan ("Problem of the Day" and math journaling w/problem solving strategies) will result in continued growth in this area. Additionally, these problems will require students to integrate the other areas of focus (Ex: Requiring students to communicate their reasoning in the form of a math journal entry).

Concepts and Procedures

2015-2016 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~38
2016-2017 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~44%

2017-2018 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~51%

Problem Solving and Modeling and Data Analysis

2015-2016 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~43

2016-2017 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~47%

2017-2018 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~50%

Communicating Reasoning

2015-2016 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~53

2016-2017 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~56%

2017-2018 percentage of WESM Students who are performing at or near standard (Grades 3-5): ~62%

3. English Learners' Overall: Scoring Above - Meeting has increased from 20% to 34% and decreased in the area of Not Meeting from 80% to 66%

English Learners' performance in the area of "Concepts & Procedures" Scoring Above - Meeting , or Nearly Met has increased from 38% to 51% and decreased in the area of Not Meeting from 62% to 49%

English Learners performance in the area of "Problem Solving" Scoring Above - Meeting, or Nearly Met has increased from 43% to 50% and decreased in the area of Not Meeting from 58% to 50%

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 K	1408.6	1432.6	1406.0	1424.1	1414.6	1452.2	41	19
Grade 1	1466.7	1480.4	1461.8	1485.6	1471.0	1474.6	45	31
Grade 2	1452.5	1486.3	1451.4	1491.7	1453.2	1480.4	18	25
Grade 3	1468.9	1436.3	1465.6	1433.5	1471.8	1438.7	23	15
Grade 4	1482.1	1510.0	1471.6	1505.6	1492.0	1513.9	29	25
Grade 5	*	1516.7	*	1513.3	*	1519.7	*	23
All Grades							166	138

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
K	*	15.79	31.71	57.89	34.15	21.05	*	5.26	41	19
1	35.56	16.13	48.89	67.74	*	16.13	*	0.00	45	31
2	*	4.00	*	64.00	*	32.00	*	0.00	18	25
3		0.00	*	6.67	*	53.33	*	40.00	23	15
4	*	8.00	37.93	60.00	37.93	24.00	*	8.00	29	25
5	*	8.70	*	34.78	*	56.52		0.00	*	23
All Grades	16.87	9.42	38.55	52.17	30.12	31.88	14.46	6.52	166	138

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
K	*	15.79	39.02	42.11	29.27	31.58	*	10.53	41	19
1	48.89	38.71	33.33	54.84	*	6.45	*	0.00	45	31
2	*	20.00	*	60.00	*	20.00	*	0.00	18	25
3	*	6.67	*	13.33	*	53.33	*	26.67	23	15
4	*	36.00	41.38	48.00	*	12.00	*	4.00	29	25
5	*	26.09	*	56.52	*	17.39		0.00	*	23
All Grades	25.30	26.09	38.55	48.55	20.48	20.29	15.66	5.07	166	138

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
K	26.83	26.32	*	52.63	36.59	21.05	*	0.00	41	19
1	35.56	12.90	42.22	54.84	*	29.03	*	3.23	45	31
2	*	4.00	*	36.00	*	60.00	*	0.00	18	25
3		0.00	*	13.33	*	33.33	52.17	53.33	23	15
4		4.00	*	36.00	48.28	40.00	*	20.00	29	25
5	*	0.00	*	8.70	*	69.57	*	21.74	*	23
All Grades	17.47	7.97	23.49	35.51	34.34	42.75	24.70	13.77	166	138

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
K	31.71	10.53	43.90	78.95	*	10.53	41	19
1	64.44	67.74	31.11	32.26	*	0.00	45	31
2	*	40.00	*	56.00	*	4.00	18	25
3	*	0.00	60.87	33.33	*	66.67	23	15
4	*	12.00	62.07	68.00	*	20.00	29	25
5	*	8.70	*	73.91	*	17.39	*	23
All Grades	35.54	27.54	45.18	56.52	19.28	15.94	166	138

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
K	*	10.53	70.73	84.21	26.83	5.26	41	19
1	24.44	19.35	66.67	80.65	*	0.00	45	31
2	*	20.00	*	80.00	*	0.00	18	25
3	*	26.67	*	53.33	*	20.00	23	15
4	44.83	64.00	41.38	36.00	*	0.00	29	25
5	*	69.57	*	30.43		0.00	*	23
All Grades	29.52	35.51	53.61	61.59	16.87	2.90	166	138

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
K	*	5.26	56.10	94.74	*	0.00	41	19
1	40.00	51.61	46.67	38.71	*	9.68	45	31
2	*	4.00	*	96.00	*	0.00	18	25
3		0.00	*	13.33	82.61	86.67	23	15
4		4.00	48.28	60.00	51.72	36.00	29	25
5		0.00	*	69.57	*	30.43	*	23
All Grades	16.87	13.77	47.59	63.04	35.54	23.19	166	138

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
K	34.15	78.95	41.46	21.05	*	0.00	41	19
1	46.67	3.23	48.89	93.55	*	3.23	45	31
2	*	8.00	77.78	92.00	*	0.00	18	25
3		0.00	78.26	66.67	*	33.33	23	15
4	*	20.00	79.31	68.00	*	12.00	29	25
5	*	0.00	*	95.65	*	4.35	*	23
All Grades	24.70	16.67	60.84	76.09	14.46	7.25	166	138

Conclusions based on this data:

1. Previous Overall data indicates that the majority of WESM's ELs are scoring in the "Somewhat to Moderately" developed group
2. Previous Kinder and 1st grade students showed the strongest progress in Writing as they scored in the "Well Developed" and Moderately domain performance band
3. Previous data also indicates that in Reading, even though the majority of our students are within the "Well Developed" and "Somewhat/Moderately Developed" band (about 64%), we still have a significant number of students who are still performing within the Beginning" band (about 36%)

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
494	88.5	32.4	1.4
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	160	32.4
Foster Youth	7	1.4
Homeless	12	2.4
Socioeconomically Disadvantaged	437	88.5
Students with Disabilities	39	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	12.6
American Indian	0	0%
Asian	2	0.4
Filipino	8	1.6
Hispanic	417	84.4
Two or More Races	0	0%
Pacific Islander	0	0
White	5	1.0





Conclusions based on this data:

1. Washington's largest population is still our Hispanic population which is about 85%
2. In addition even though our Socioeconomically disadvantaged group has declined from approximately 97% to 86%, we still have a large population who are struggling financially and academically
3. Finally, we are still one of the schools in Pasadena Unified with the largest English Language population at approximately 36% of our school wide population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Our data indicates that students are making steady progress in the areas of Mathematics, Reading, and Chronic Absenteeism.
2. School wide data indicates that all subgroups are making progress toward closing the gap in Mathematics Problem Solving. Data also indicates that there is still a need for Coaching with staff on strategies that support students' ability to understand and articulate Mathematical Academic Language, and make appropriate decisions on conceptual understanding
3. Finally our data indicates that our Suspension Rate decreased this year, (moved from Red to Yellow), which indicates a continued support from our Mental Health and student counseling support to minimize egregious or inappropriate behaviors. Teachers are utilizing "Behavior RTI" strategies, however, as we continue to enroll students who are experiences "Trauma" within their families, teachers and staff continue to need additional help to support and understand how to interact with identified students.

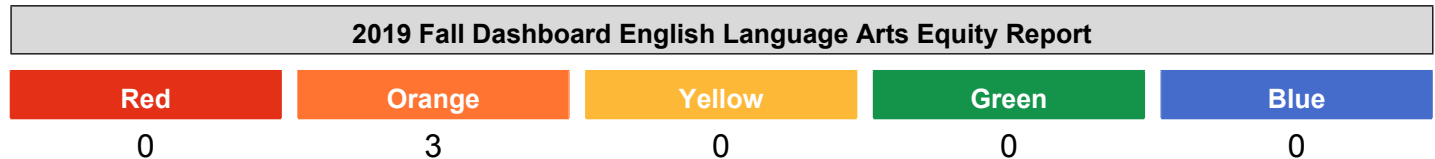
School and Student Performance Data

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 53 points below standard Maintained -2.2 points 30	 No Performance Color 0 Students	 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 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.2 points below standard Maintained ++2.1 points 217	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- Data reveals that WESM students are consistently making progress toward meeting proficiency benchmarks and are an average of only 38.6 points from meeting proficiency; which is an increase of 11.4 points from last year's progress.

 ALL Students Goals (231)
 1. WESM Students will make an average minimum of 3 point gain on their overall ELA Performance to move from the Orange Band to the Yellow Band
 2. WESM English Learners will make an average minimum of 3 point gain on their overall ELA Performance to move from the Orange Band to the Yellow Band
- Data reveals that our English Learners' performance decreased by an average of 9.5 points, which is an increase from last year's data wherein student performance declined 6.6 point.
- Overall all students had a slight increase of 1.8 average points from the previous year

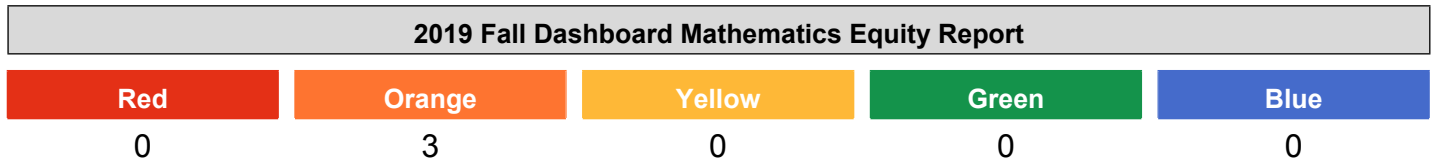
School and Student Performance Data

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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 104.5 points below standard Declined -10.8 points 60	Reclassified English Learners 8.2 points below standard Maintained -0.6 points 79	English Only 28.1 points below standard Increased Significantly ++16.5 points 94
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Conclusions based on this data:

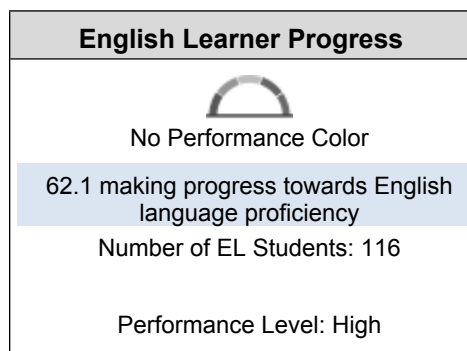
- Math Data reveals that WESM students are consistently making progress toward meeting proficiency benchmarks and are an average of only 37.7 average points Standard; which is an increase of 1.7 average points from last year's progress. WESM goal is to grow an average 12.6 points to move from the Orange Band to the Yellow Band
- Math Data reveals that our English Learners declined 10.8 average points from Standard (which placed us in the Orange Band) and need to grow 24.7 average points to move from the Orange Band to the Yellow Band
- Math Data reveals that our Students with Disabilities are in the Orange Band with an average score of 113.4 points from Standard and need to grow 18.4 average points to move us into the Yellow Band

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
11.2	26.7	0.8	61.2

Conclusions based on this data:

1. Data reveals that there is still much work needed to support the growth of our English Learners in the reading and understanding of our CCCSS standards in Mathematics. WESM teachers need continued support in evaluating their data to make the best instructional decisions to build math fluency for our EL students. In addition, support is needed in how to take that data, (obtained from iReady assessments), to create lessons that will address the deficits individual students need, and provide direct specific instruction during their Guided Math Groups. In order to close the academic gap, Small group instruction is the necessary tool needed to fill in the gaps for those students struggling with mathematics. iReady Math provides teachers with, "Next Steps" for each student, and with the support of our Math Coach, teachers can begin to understand, create mini lessons, and provide specific instruction, along with Mini Quizzes, to monitor academic growth.
2.
 - a) Teachers need continued support in modeling and teaching English Learners how to attack word problems with multiple steps.
 - b) In addition; teachers need additional strategies to provide instruction which develops Depth of Knowledge (DOK) in their instructional practices (The goal is to provide instruction which builds multiple layers of understanding for our students in the area of Mathematics)
 - c) Students not only must learn the basic concepts; but must know how to apply those concepts to multi-step solutions.
 - d) Our Math Coach will continue to provide modeled lessons for teachers that build their understanding of the "Instructional Teaching Shifts" that are necessary to ensure that our students gain proficient in understanding and applying strategies needed to attack the grade level Common Core Standards.
3. Data reveals that students need continued support in understanding the Mathematics Academic Language as well as strategies which provide Conceptual and applied Knowledge of Mathematical concepts

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
0	1	2	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 13.2 Declined -2.1 516	English Learners  Green 9.8 Declined Significantly -6.1 163	Foster Youth  No Performance Color 0 Declined -12.5 11
Homeless  No Performance Color 28 Increased +28 25	Socioeconomically Disadvantaged  Yellow 12.3 Declined -2.9 464	Students with Disabilities  Green 10 Declined -4.8 50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 21.4 Declined -6.7 70	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 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 12.1 Declined -1.4 431	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	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 5

Conclusions based on this data:

1. Absenteeism data reveals that overall, WESM students' made progress in decreasing absenteeism. Data reveals that our WESM students currently in the Yellow Band and are 13.2 average points from moving to the Green Band
2. Data reveals that our African American population had a decline of 6.7 average points and is currently in the Orange Band. We need to continue declining the number of African American Students from becoming Chronically Absent by at least 3.3% points to move to the Yellow Band which is the next Standard Band

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

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.

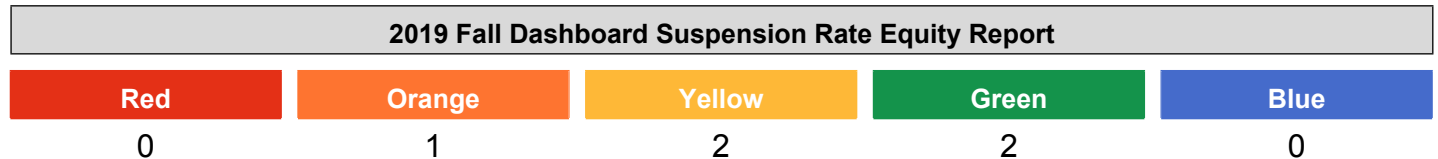
School and Student Performance Data

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 14.5 Declined -0.4 76	American Indian	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color Less than 11 Students - Data 9
Hispanic  Green 2 Declined Significantly -3.7 442	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data 8

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.8	3.7

Conclusions based on this data:

- Suspension Data indicates that our African American population still has the largest percentage of students who are suspended. This Group did have a decline in suspensions by 14.5% (which is 0.4% better than the previous year) and African American Students are in the Orange Standard Band
- Overall our data shows that WESM was able to decrease our Suspension Rate by 3.1% (from 6.8% to 3.7%) which placed us in the Yellow Standard Band
- Data indicates there is a huge need for WESM to provide At Risk alternative consequences and ongoing support to modify At Risk Behavior

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

LCAP Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course election and will show academic achievement.

MATHEMATICS

Goal 1

Close the existing performance gap between WESM students and PUSD average as indicated by results on district math benchmarks and SBAC math results.

SBAC results from 2019 show that 43% of the PUSD students in grades 3-5 either met or exceeded standards, while 33% of the WESM students in grades 3-5 met or exceeded standards.

Target 3: 2020 - 21 SBAC goal is for 39% of the WESM students in grades 3-5 to meet or exceed standards (determined by projecting a growth 125% that of the PUSD grade 3-5 growth from 2017-2019).

Identified Need

The need for a math coach at WESM is evident in the improvement in WESM student performance since the position was established (2015-2016). After the 2016 baseline year, it was apparent that there was an existing performance gap between WESM and the PUSD average (Grades 3-5). WESM has set a target goal of 125% that of the PUSD growth of the previous year. Meeting this goal will result in the closing and eventual elimination of the performance gap. Metric indicators show that WESM has regularly met the goal of exceeding PUSD growth rate (often by more than the target).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Overall Achievement: Students who met or exceeded standards	In 2018-2019 ~33% WESM Students met or exceeded SBAC Overall Achievement standards	2020-2021 target: ~39% WESM Students will meet or exceed SBAC Overall Achievement Standards (125% the 2017-2019 PUSD rate of growth for Grades 3-5).
SBAC Performance on Problem Solving Areas	In 2018-2019 ~57% WESM Students were above or near SBAC Problem Solving Standards	2020-2021 target: ~62% WESM Students will be above or near SBAC Problem Solving Standards (125% the 2017-2019 PUSD rate of growth for Grades 3-5).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady diagnostic 3 performance (Final PUSD benchmark in April)	In 2018-2019 ~50% WESM Students were at or above level as indicated on iReady diagnostic 3 (Final PUSD benchmark in April)	2020-2021 target: ~54% WESM Students will be at or above level as indicated on iReady diagnostic 3
iReady diagnostic growth rate	In 2018-2019 WESM students averaged ~108% the expected growth rate determined by Curriculum Associates for 2018-2019 (as measured by growth between diagnostic 1 and diagnostic 3)	i-Ready has an expected annual growth (relative to initial placement). WESM has adopted an annual growth target of 125% the i-Ready expected growth rate for each respective year.

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 K - 5 Grade Levels have incorporated "Problem of the Day" prior to engaging students into the text. The "Problem of the Day" is designed to provide students with a continual review of prerequisite skills and a rigorous application of grade level concepts. During the "Problem of the Day" lesson, students are provided instruction and continual practice in the use of various problem solving strategies (EPSE: Explore, Plan, Solve, and, Examine; RICE: Read, Illustrate, Compute, and Explain; etc.). In addition to providing the mathematical problem solving practice, these problems reinforce/emphasize the integration of the school day curriculum by requiring students to use their reading comprehension and writing skills (main idea, details, inference, sequencing, etc.).

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)
60,388	LCFF - Base
60,388	Title I
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

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

WESM coach provides support for classroom teachers in modifying their instructional practices to ensure scaffolding during classroom lessons and differentiation during workshop activities to meet the needs of individual students. Teachers are being coached in developing complexity in classroom routines. Additionally, teachers are receiving training on the use of additional resources (computer adaptive programs and instructional materials and strategies) to facilitate the use of workshop activities.

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)

All Students

Strategy/Activity

All WESM students attend regularly scheduled math workshop sessions in WESM Math Lab. In the WESM Math Lab, students participate in math lessons designed to give them hands-on experiences to concretize math concepts before they are tasked with more abstract lesson objectives. The WESM Math Lab also provides a co-teaching/modeling session where teachers can learn how to implement and refine the integration of hands-on experiences into their classroom lesson sequence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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)

All Students

Strategy/Activity

WESM teachers receive continual support in modifying their instructional practices to ensure scaffolding during classroom lessons and differentiation during the workshop activities to meet the needs of individual students. Teachers are receiving coaching that prioritizes teaching prerequisite and current grade level math concepts concurrently. During the coaching process, the coach works with the teachers on utilizing iready program (diagnostics, assessments, lessons, etc.) to gain deeper insight into individual students strengths and weaknesses. The teachers and coach then plan lesson sequences around the instructional needs of the students as individuals. Classroom lesson activities are designed to allow for students to investigate concepts and elaborate on their conceptual understanding. The coach regularly meets with the teacher to provide feedback and a setting for the teacher to reflect on their own practice and make decisions on effectiveness and ineffectiveness.

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

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 implementation of problem solving instructional practices has shown measurable gains in the students' performance in those areas and will continue to remain an area of focus. Continuous adherence to the WESM school wide plan ("Problem of the Day" and math journaling w/problem solving strategies) will result in continued growth in this area. Teachers are being coached in developing and delivering lessons designed to address the needs of individual students during whole class lesson in addition to during small group workshop activities. Teachers are participating in co-teaching sessions where they focus on using hands-on manipulatives as a tool to improve the efficiency of classroom instruction by refining the scaffolding during classroom lessons. The teachers are then using the manipulatives to provide further differentiation in the workshop activities the student do during small group ("math by myself" or "math with someone").

SBAC Overall

Although WESM has met its goal of improving at a faster rate than the PUSD average and closing the existing performance gap, the gains have not been enough to completely remove the performance gap.

2016-2017 SBAC results indicated that the percent of WESM students in grades 3-5 that met or exceeded standards increased by 10%, while the percent of PUSD students in grades 3-5 increased by 3%.

2017-2018 SBAC results indicated that the percent of WESM students in grades 3-5 that met or exceeded standards increased by 6%, while the percent of PUSD students in grades 3-5 increased by 3%.

2018-2019 SBAC results indicated that the percent of WESM students in grades 3-5 that met or exceeded standards decreased by 1%, while the percent of PUSD students in grades 3-5 increased by 1%.

2018-2019 PUSD Students who met or exceeded standards (Grades 3-5): ~43%

2018-2019 WESM Students who met or exceeded standards (Grades 3-5): ~33%

SBAC Problem Solving

2016-2017 WESM Students who were at or near Problem Solving Standards (Grades 3-5): ~47%

2017-2018 WESM Students who were at or near Problem Solving Standards (Grades 3-5): ~50%

2018-2019 WESM Students who were at or near Problem Solving Standards (Grades 3-5): ~57%

iReady Diagnostic Overall

2017-2018 iReady Diagnostic 3 (final PUSD Benchmark) WESM Students who were at or above level (Grades K-5): ~40%

2017-2018 iReady Diagnostic 3 (final PUSD Benchmark) WESM Students who were at or above level (Grades 3-5): ~38%

2018-2019 iReady Diagnostic 3 (final PUSD Benchmark) WESM Students who were at or above level (Grades K-5): ~50%

2018-2019 iReady Diagnostic 3 (final PUSD Benchmark) WESM Students who were at or above level (Grades 3-5): ~50%

iReady Annual Growth (as measured by growth between diagnostic 1 and diagnostic 3)

2017-2018 WESM student growth rate measured against expected growth determined by iReady program: ~92%

2018-2019 WESM student growth rate measured against expected growth determined by iReady program: ~108%

***Although WESM did not meet the expected SBAC results, all other metric results indicate a continued upward trajectory in WESM student performance.

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

Plans for the targeted remediation of individual students were not fully implemented. While teachers understand the need for differentiation, students' needs are in different areas and if the focus is not on the needs of individual students, a student's existing gaps may be glossed over. Instruction may not have been differentiated enough to address the existing gaps of individual students to further accelerate growth.

Teacher absences interfered with following through with the schedule as initially planned. Specifically, scheduled data chats, school-wide assessments, and co-teaching/modeling sessions were not carried out with the timing and/or frequency intended.

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.

Refine assessment schedule to allow for flexibility in the exact timing of planned activities. For example, providing a built in "make-up" day around required activities will allow for easier adherence to the planned timeframe. Adherence to the calendared schedule will allow for improved monitoring of student progress and needs (at the classroom and the school-wide level). Improved monitoring will allow for additional support to be provided to students (Tier 1 and Tier 2 remediation as determined by school-wide assessments as early as September).

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -36.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at -33.8 or higher by the end of the 2020-2021 school year.

Identified Need

Need 1: Close the Reading and Writing Gaps for All Students and Student Sub-Groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP OVERALL ELA California Assessment of Student Performance and Progress (Caaspp) 3rd-5th Grades administered once a year at the end of the current school year.	All Students ELA Average Distance from Standard is currently at -36.8 a 1.8 growth difference from prior year's Average Distance from Standard at -38.6.	<p>1-BAND GROWTH Goal All Students in ELA will move 1-band level (to Yellow) by a minimum score increase of 3 points bringing the Average Distance from Met to -33.8 score.</p> <p>STRETCH Goal All Students in ELA will move to the Green band by a minimum score increase of 5 points bringing the Average Distance from Met to -31.8.</p>
SBAC (IAB) Performance Task Interim Assessment Block for 3rd-5th Grades administered once a year from November to December.	3rd PT 67% Above Standard - 33% Near 4th PT 59% Above Standard - 41% Near 5th PT 38% Above Standard - 33% Near	Maintain Students in the Above Standards and 80-85% of the Students in the Near and Below Standards will show progress toward meeting Above Standards range indicated by the SBAC (IAB) Interim Assessment take in February 2020-2021 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(IRI) Informal Reading Inventory Assessed from K-5th Grades annually beginning, mid, and end of the year.	K- Grade 8% Above - 32% At. and 34% Near 1st Grade 2% Above - 81% At and 13% Near 2nd Grade 21% Above - 48% At. and 26% Near 3rd Grade 24% Above - 50% At and 12% Near 4th Grade 11% Above - 60% At and 13% Near 5th Grade 7% Above - 56% At. and 19% Near	Continue to maintain the Average 67% of Students Above/At grade-level in Reading and increase this percent score by 10-15% as indicated by May 2019-2021 school year.
IXL OVERALL ELA Progress & Growth Level K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.	K-Overall ELA Average AMS is at 62% with 23% Growth Rate 1st-Overall ELA Average AMS is at 77% with 23% Growth Rate 2nd-Overall ELA Average AMS is at 64% with 56% Growth Rate 3rd-Overall ELA Average AMS is at 41% with 35% Growth Rate 4th-Overall ELA Average AMS is at 31% with 25% Growth Rate 5th- Overall ELA Average AMS is at 24% with 36% Growth Rate (AMS = Above Met Standards) (Growth Rate = minimum 100 points)	All Students will show 1.2 year's growth in Overall ELA in order to increase the Average AMS percent score between 60-65% by the end of the school year.
IXL READING Level K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.	K-Reading Average AMS is at 62% 1st-Reading Average AMS is at 80% 2nd-Reading Average AMS is at 75% 3rd-Reading Average AMS is at 59% 4th-Reading Average AMS is at 34% 5th-Reading Average AMS is at 25% (AMS = Above Met Standards)	K-5th Grade Students who are reading below grade-level will show a minimum of a year and two-months (1.2) growth in Reading in order to close the Reading Gap and progress towards grade-level reading by the end of the school year with an average AMS of 70-75% for each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL OVERALL WRITING Level K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.	K-Writing Average Above Standard is at 17% 1st-Writing Average Above Standard is at 59% 2nd-Writing Average AMS is at 94% 3rd-Writing Average AMS is at 40% 4th-Writing Average AMS is at 34% 5th-Writing Average AMS is at 32% (AMS = Above Met Standards)	K-5th Grade Students will show 30-35 points growth on the Writing percentages by the end of the 2020-2021 school year. 2nd Grade will maintain the 94% AMS.

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 AND STUDENT SUB-GROUPS

in K-5th Grade Levels

BALANCED LITERACY INSTRUCTION

- Reading
 - * Read Aloud (modeled reading)
 - * Shared Reading (mini-lessons)
 - * Guided Reading (differentiation)
 - * Independent Reading
 - Writer's Workshop
 - * Model Writing
 - * Shared Writing (mini-lesson)
 - * Writing Conferences
 - * Independent Writing

- Word Study
- STEM INTEGRATION

* Speaking like a Scientist, Technologist, Engineer, Mathematician

* ELA integration in STEM

Strategy/Activity

ALL STUDENTS AND STUDENT SUB-GROUPS

in K-5th Grade Levels

DIFFERENTIATING INSTRUCTION - in Small Groups

- K-5th Teachers will continue conducting Small Group Instructions using the IXL Program and Guided Reading Library to differentiate based on students' academic needs and levels
- Once a Week for AMS Students (Above Met Standards)
- Two Times a Week for Tier 1 Students who are Nearly Met Standards and/or Below Standards
- Below Standards Students will receive additional Tier 2 Support from the Instructional Coach

DIFFERENTIATING INSTRUCTION - in student/teacher Conferencing

- K-5th Teachers will continue conducting individual Teacher conferencing
- Once a Week Rotation

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)
120,776	District Funded
	None Specified
	None Specified
	None Specified
	None Specified

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 will continue to support both our K-5th Teachers and Students by continuing to implement the strategies and activities outlined below that have proven to be key in achieving our articulated goals for the 2020-2021 school year. WESM will continue to utilize District Benchmarks as well as school wide assessments to analyse student progress and incorporate Professional Development and interventions for students and teachers

- * IXL (three times per year minimum)
- * IAB Focus Assessments components
- * CAASPP
- * Grade level assessments

ITEM 1: CURRICULUM & INSTRUCTIONAL RESOURCES

- Use CA State Standards for our ELA Curriculum
 - Use the following Resources to support the standards
- a) Balanced Literacy Library
 - b) Guided Reading Books Library
 - c) 1st-5th Units of Writing
 - d) K-2nd Units of Phonics
 - e) 3rd-5th Words Their Way
 - f) IXL (ELA) Online Resource for reading, writing, vocabulary, grammar, writing mechanics)
 - g) Conventions and Craft by Scholastic

ITEM 2: FULL-TIME INSTRUCTIONAL COACH Support

- In Class Instruction Modeling (Coaching, Facilitating)
 - Instructional Coaching Cycle Rotations
- * (Teacher-Centered Coaching) Focus on teacher-actions in the classroom based on Teacher Needs/Readiness
- * (Student-Centered Coaching) Focus on student-actions and learning in the classroom
- Weekly PLC (Co-planning instruction using research-based strategies, analyzing student data)
 - Teacher Professional Development A-Mondays
 - Student - Teacher Recognition (establishing school-wide norm)
 - Providing T1-T2 Students support (setting/reviewing academic goals - closing gaps with small group instruction/conferencing)

- ELA Data Monitoring and Analysis

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

Continue to build and solidify K-5th Teacher/Coach Learning Cycle Rotations

This strategy is critical in meeting the Teacher's Instructional needs

Continue to Provide the following Coaching Services to K-5th Teachers

- * Setting Teacher goals

- * Data Analysis Driven Instruction

- * Lesson Planning

- * Student Engagement and 100% Participation Rate in the classroom

- * Student learning and progress Checkpoints

- * Student - Teacher Connections and Observations

- * Using research-based instructional practices

These are some of the topics of 2020-2019 Teacher/Coach Learning Cycle Rotation topics and will continue for the 2020-2021 School Year.

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

Improving Student Reading and Writing continues to be our focus in 2020-2021 school year.

Data will continue to be gathered and analyzed using 3rd-5th CAASPP, SBAC Interim, K-5th IRI Reading Inventory, as well as additional IXL Diagnostics for ELA charting student Reading/Writing and overall ELA progress and Growth (see Annual Measurable Outcomes for further details).

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

ATTENDANCE

Goal 3

ATTENDANCE:

1. Chronic Absenteeism for All Students will decrease the baseline of 13.2 (Yellow) from 2019 by a total of -3.2 or more (to reach Green) with a stretch goal of -8.2 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.
2. WESM will increase the Attendance Rate of our Kindergarten and First Grade students from approximately 91.63% by a minimum of 3%--- moving to a 94.63% Attendance Rate

Identified Need

1. WESM Data is indicating that K-1st grade students have the highest absenteeism rate averaging approximately 91.63% attendance rate; therefore raising the need to reduce the number of absences in those 2 grades
2. WESM consistently has a large population of students who are chronically absent and tardy. It is imperative that we continue and modify as needed, our efforts to impress upon our students and parents the importance of regular school attendance.
3. WESM is in dire need of an additional staff member to monitor student absences; make weekly / daily calls to families; work with CWAS to establish meetings or develop plans to ensure that students attend school. This person could be a full time Community Assistant, Clinical Social Worker, etc.
4. Systems and staff need to be in place to provide frequent monitoring of student attendance; daily home calls by attendance clerk and community assistant, weekly classroom incentives; and monthly student attendance improvement awards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Decrease the number of Kindergarten and first grade students who are absent each month.</p> <p>Monthly Attendance log review will be utilized to compare year to year attendance comparisons for our Kindergarten and First grade students. We will also utilize and monitor weekly phone logs to K-1 students.</p>	<p>WESM Data is indicating that K-1st grade students have the highest absenteeism rate averaging approximately 91.63% attendance rate</p>	<p>A Monthly Attendance increase of a minimum 3% from our Kindergarten and First Grade students</p>
<p>Decrease the number of Chronic Absenteeism for all students</p> <p>Monthly Attendance log review will be utilized to compare and analyze year to year Chronic Absenteeism K - 5</p>	<p>Chronic Absenteeism for All Students will decrease the baseline of 13.2 (Yellow) from 2019 by a total of -3.2 or more (to reach Green) with a stretch goal of -8.2 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.</p>	<p>By the end of 2021 WESM will reduce the number of students who are Chronically Absent by a minimum of 5%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- 1) Kindergarten and 1st grade students
- 2) Chronically Absent student groups

Strategy/Activity

Attendance Monitoring Team

- 1) Weekly monitoring of student attendance; daily home calls by attendance clerk and community assistant, weekly classroom incentives; and monthly student attendance improvement awards
- 2) Provide frequent monitoring and incentives for Kinder and 1st grade students who are chronically absent
- 3). Forming and implementation of an Attendance Monitoring Team which consist of our Attendance Clerk, Community Assistant, Parent Representative, Teacher, CWAS and the Principal

- 4) The team meets monthly to review student attendance and serves as the primary point of contact for students who miss school.
- 3) The team contacts parents when their students begin missing school, meets with parents to discuss student attendance, identify barriers to regular school attendance, and serves as a resource for other teachers and staff who are dealing with students who fail to attend class regularly.
- 4) Analysis should describe what information was collected and an overall interpretation of the school's attendance patterns. (In particular, the analysis should identify the students who arriving late to class, the students who are chronically absent, and possible explanations for their attendance behaviors)

Student Incentives

- 1). Students will become motivated to attend school
- 2) Re-establish efforts that make students and parents feel welcome (Saying hello to students and parents alike, greeting people with a smile)
- 3) Building a strong relationship with parents is crucial when it comes to attendance goals
- 4) Create an environment for success by celebrating the strides your students make, no matter how small. You want your students to feel like you're on their side and that you appreciate them
- 5) Provide weekly incentives for students to strive for perfect attendance. (i.e books , stickers, certificates, pencils, etc.)

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)
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identified "At Risk" and Chronic Absent" students

Strategy/Activity

- 1) Continue working with CWAS to provide ongoing strategies to motivate students to want to come to school.

- 2) Continue working with Mental Health Providers to work with families of "Chronically Absent" students
- 3) Work with teacher to identify and implement strategies which will motivate identified students to "want to come to school"

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)

District Funded

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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Goal 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

PARENT INVOLVEMENT

Goal 4

PARENT INVOLVEMENT:

- 1) WESM aim to increase our Parent Participation with School Wide events from approximately 3% of our parents (approximately 15 parents) by a 3% increase (or 100% rate of growth) as evidenced in May with a 6% account of parents participation in School Wide events (approximately 30 parents committed)
- 2) WESM will have a 27% increase in the number of Room Parents supporting each grade level as evidenced in May 2021 with One identified "Room Parent" for each grade level (growth from one parent to approximately 6 parents)
- 3) WESM will increase the number of parents utilizing the Parent Portal or have a valid email on file by 1.25% from 55.67% (approximately 278 families w/o emails) to 56.95% (approximately 285 active parent emails)

Identified Need

- 1) WESM needs to develop measures to capture and entice parents to volunteer during our School Wide events and minimize the burden of the few who volunteer for every event
- 2) WESM needs to identify at least one parent per grade level to support teachers and the school in organizing grade level trips, events, and student support
- 3) WESM needs to develop a strategy which encourages all parents to sign up and utilize the district's Parent Portal to obtain immediate and updated information related to their children
- 4) WESM parents have expressed a need for additional Parent Classes that build their marketable skills, support helping their children with homework, and parenting classes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Parents voiced the need for more workshops with the Instructional	The Community Assistant will be planning with our Instructional Coach and Math	Parent Leaders will work with ELAC, SSC, teaching & School staff, custodians, and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>coach and Math coach to learn strategies on how to support their children at home.</p> <p>2) Parents would like additional training on supporting their children with Reading</p> <p>3) Parents would like to continue with their ESL classes .</p> <p>4) PCC and the district will be contacted to see if we can continue with ESL classes.</p> <p>5) The Family Center at the district office will be working with PCC to bring more classes for parents like OSHA, GED, and Technology.</p> <p>We will utilize the following to monitor implementation of set goals: *. Parent Workshop Calendars, Agendas, and sign-in sheets will be utilized to monitor classes offered to parents as well as the number of parents in attendance.</p>	<p>Coach workshops in topics of parents' interest.</p> <p>The Community Assistant will be contacting the district Family Center and PEN to bring more training and workshops for parents.</p>	<p>community partners to plan Monthly School Beautification Days</p> <p>Organized District monthly Parent ESL classes for the multiple levels of English Proficiency needs</p> <p>Continue working with PCC to offer parent classes</p> <p>increase student-centered learning in all classrooms</p> <p>promote multiple modes of learning through centers increasing students' oral and written reflection time</p>
<p>Parent would like to continue helping teachers 1 on 1 reading or small groups based on teacher request. Coaches and Community Liaison will train all parent volunteers before they start to work with teachers because they need to follow guidelines and confidentiality rules.</p>	<p>Work with District to establish and offer monthly Parent ESL classes for the multiple levels of English Proficiency needs</p> <p>Continue working with PCC to offer parent classes</p>	<p>Community Liaisons will monitor / of parent attendance at events</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will utilize parent training sign-in sheets to monitor parent trainings.		
Parents would like to continue their gardening club to support Earth Science Projects. Parents voiced a need to organize community groups to support school needs (i.e. school clean-up days)	Appropriate fliers that invite parents to participate in School/Community projects.	Parent Surveys Sign-In Sheets Monthly Council Agendas Monthly Council Sign-in sheets
Continue to improve the School / Teacher / Parent Communication (i.e. Upcoming events, student progress, student recognition, etc.)	<ul style="list-style-type: none"> a) Training and/or communication on student agendas and homework folders as a means for two way communication b) Increase parents' understanding about the function of the Tuesday Folders for two way communication c) Notification on Marquee d) Encourage more teachers to utilize the Classroom Dojo portal e) Monthly Coffee w/ the Principal f) Monthly Newsletters g) Weekly Phone Blast 	Parent Meeting Agendas Dates listed on School Calendars Copies of Monthly Newsletters Blackboard Connection phone blast log

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

STRATEGIES:

- 1) Hiring of a School Community Liaison
- 2) Employ better efforts and techniques to recruit new parents and "Home Room" parents
- 3) Organization of our efforts to ensure that the Community Assistant continues to make personal connections with parents to encourage parent participation
- 4) Continue our Monthly "Sunday" phone blast
- 5) Continue our Weekly "Tuesday Folders" which provide parents with ongoing information about school events

6) Continue to inform parents about their options to volunteer in different activities during our ELAC, SSC, School Events, and Coffee with the Principal meetings.

Strategy/Activity

STRATEGIES:

- 1) Seek additional funds to hire a full time Community Assistant
- 2) Community Assistant and Parent Leaders from ELAC, SSC, will be working together to organize monthly gardening groups including school staff and community
- 3) Continue to work with PCC to provide appropriate Parent Classes which build skills needed
- 4) Continue to enforce and improve our communication efforts between the school / Parent and Teacher / Parent
- 5) Continue working with local agencies and companies such as Amazon Tree Service Inc. (who provided parents with seeds, soil and tools to manage their community garden)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24,380	Title I
48,760	LCFF - Supplemental

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.

Goals for the 19 - 20 school year were not achieved due to the lack of a consistent Community Assistant; however, we were able to continue with our monthly meetings, Tuesday Folders, and weekly parent phone blast

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

The biggest difference was that due to lack of funds, we were not able to bring back a full time Community Assistant which minimized our efforts to increase our parent participation.

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.

Our main change will be to ensure that WESM has a Community Assistant on board for the 20-21 school year to fully dedicate time to increase parent participation and ensure that additional parent support classes are offered to parents

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

SCHOOL CLIMATE & SAFETY

Goal 5

REDUCE THE NUMBER OF STUDENT SUSPENSIONS

1). Suspension Rate for All Students will decrease the baseline of 3.7 (Yellow) from 2019 by a total of -0.7 or more (to reach Green) with a stretch goal of -2.7 or more (to reach Blue) to end at 3 or lower by the end of the 2020-2021 school year.

2) We met our previous goal to reduce the number of students who were suspended at least once (from 40 to 20) moving us from Red to Yellow. Our Dashboard indicated a decline in the number of suspensions last year by 3.1% (1.7% last year) (3.7% suspended at least once which is approximately 20 students). Therefore, our goal is to reduce the rate of suspensions by an average of 0.7 points which would move us to the green band and a total of 2.7 points to move us to the blue band by May 2021

3) Our Dashboard also indicated that the group with the largest percentages of suspended students is our African American group. Therefore, our goal is to reduce the number of African American suspensions from 14.5% to 13.5%, which will move us from an Orange Band to a Yellow Band as evidenced in Aeries May 2021 data.

INCREASE OUR ATTENDANCE RATE FOR ALL STUDENTS

1). Chronic Absenteeism for All Students will decrease the baseline of 13.2 (Yellow) from 2019 by a total of -3.2 or more (to reach Green) with a stretch goal of -8.2 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.

2) Decrease the number of Kindergarten and first grade students who are absent each month

Identified Need

In order to meet the goals identified,

- 1). There is a need to reduce the number of students who are suspended from school
- 2). WESM will need to work with staff and community to modify (improve) its efforts in creating a climate that will allow students to express themselves as individuals.
- 3). There is a need to continue to reduce the number of African American students who are suspended from school each year WESM needs to continue programs which reinforce and reward desirable behavior and minimize students' time out of the classroom.
- 4) WESM needs to create systems which reduce student suspensions
- 5) We need to strengthen our student/teacher and student/staff relationship and ensure that classroom have the needed support to diffuse student interruptions, minimize student inappropriate behavior, and maximize student engagement
- 6). WESM is in dire need of a full-time Clinical Social Worker to support students who need additional emotional intervention (or an active school-based community-based agency that is available to all students)
- 7). WESM is in dire need of a School-Based Mental Health Provider who actively works with the school, families, and students. Currently Five Acres sees students; however, their presence on campus has diminished. Five Acres must have a daily in-house presence on campus to support students as occurrences present themselves
- 8). WESM is in need of sufficient "Push-In" support from our Mental Health Provider, Behavior Aides, Special Ed. support services, and Clinical Social Worker
- 9) Support Staff Needed:
 - * 6 hour Behavioral Aide
 - * Full time Clinical Social Worker
 - * Minimum of a 6 hour Campus Security
 - * Full time Community Assistant
 - * 20 hour / week Recreation Aide
 - * (4) two hour Noon Aides

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WESM's School Based Mental Health Agencies will have a strong active presence on campus and will work with	Based on our Dashboard, WESM needs to improve its efforts in reducing student suspensions as well as "Out of	Stakeholders will work collaboratively in providing ongoing support and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students, staff, and parents to provide the best support for "At Risk" students. We will measure this through monitoring Agencies' presence on campus via daily sign-ins. In addition we will monitor out of classroom referrals of "At Risk" Students	the Classroom" time for "At Risk" Students	alternative consequences for "At Risk" students By the end of May 2021, WESM's suspension rate will be reduced by a minimum of 0.7 average points with the support of indicated support groups
WESM will move toward providing enriching and relevant activities for students to engage in during non academic settings. We will measure the effectiveness by monitoring the decline of non favorable incidents and referrals on the playground during non-academic settings.	Based on the referrals, most of WESM's incidents occur during non academic settings; which supports the need for additional supervision and activities during recess and lunch	Quarterly Meetings which identify school safety data Quarterly recommendations to SSC based on findings
Continue housing the comment box in the office to address safety concerns. We will measure through the decline of Parent safety complaints.	Our goal is to provide an avenue to your stakeholders to address safety concerns to our safety committee	Ongoing opportunities for Stakeholders to voice school wide concerns about school safety
1) Utilizing Positive Incentives such as the following to encourage "At Risk" students to refrain from inappropriate behaviors: Student of the Month Daily student recognition through the use of "Bear Tickets" Parent communication through teacher phone calls, Classroom Dojo, and/or Tuesday Folder Communication Behavior RTI 5 to 1 fully implemented 2) There is a huge need for a trained Behavioral Aide to do "Check	1) WESM's Dashboard reflects an increase in the number of student suspensions, which indicates an immediate need for alternative actions to address "At Risk Students 2) There is evidence that continued support is needed for teachers in developing ways to seek Positive Incentives which motivate "At Risk" students to adhere to classroom and school wide rules 3) Evidence also reflects a need for WESM to seek strategic incentives that motivate and encourage appropriate behavior from identified students	1) Student suspensions will continue to decrease 2) WESM will put into place engaging activities during non academic times that will meet the needs of "At Risk" and minimize opportunities for them to get off task

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Ins", "Push Ins", and informal counseling with identified students</p> <p>We will measure this goal through our behavior log tracking weekly Check-ins. Additionally, we will continue to monitor the number of student referrals for "At Risk" students.</p>		
<p>Professional Development that enlightens and provides strategies to staff on understanding how Trauma as well as social economics may effect student behavior. Evidenced through agendas and sign-in sheets of staff and the reduction of teacher referrals</p>	<p>1) In order to ensure that all stake holders are on board, it is critical that WESM's teachers receive the appropriate training needed to work with and address the needs of identified students who may be experiencing Trauma...thus contributing to their outburst</p> <p>2) It is vital that WESM work with CWAS next year to schedule on going Professional Development to support teachers</p>	<p>1) Student "Out of Class" time will decrease as evidence by the reduction of teacher referrals</p> <p>2) Teachers will utilized strategies acquired through Professional Development, to redirect inappropriate behavior and put in place strategies which are Pro active</p>
<p>On-going student support from the CWAS Clinical Social Worker or community mental Health agency.</p> <p>Measured through daily sign-ins from CWAS staff, increased calendared student group sessions</p>	<p>Our baseline data reveals that we are making progress in the area of student suspensions; however the number of student referrals continues to be an issue.</p> <p>Last year we utilized our CWAS Interns to hold student group sessions for targeted 2nd - 3rd grade students and while in those sessions, we observed a decrease in teacher referrals. We would like to continue this model for 20 - 21 with in increase of classes and throughout the school year.</p>	<p>WESM's PD Action Plan will have multiple dates for CWAS staff to provide training with teachers in the area of Trauma Informed and Social Behavior Modification strategies</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Our Safety Plan is designed for all WESM students with a focus on those students who need additional support due to experience with Trauma

Strategy/Activity

- * Daily Student Recognition through the use of Bear Tickets that students can redeem weekly
- * Student of the Month Recognition
 - Monthly Perfect Attendance Awards
- * PD and Staff Coaching by CWAS and / or Site Based Clinical Social Worker (as funds become available)
 - Positive Parent phone calls for At Risk students
 - End of the Year Trophies attendance the entire year
- * On-going student support from the Clinical Social Worker or community mental Health agency
- * On-going presence and support from our school based Mental Health Provider, Five Acres
- * Weekly incentives and student acknowledgement of attendance
 - On-going review and modification of school wide safety plan goals
 - Quarterly Safety committee meetings
 - Continue housing the comment box in the office to address safety concerns
 - Work with Operations & Maintenance to correct safety issues

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)

10,487

Source(s)

LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Develop school wide strategies to minimize suspensions of African American Student group and "At Risk" students

Strategy/Activity

- Continued implementation of school identified Behavior RTI Tier 1 strategies (Utilization of Project Aides to provide student support)

a. Meet & Greet

b. 5 to 1

c. Rainbow Chart

d. Alternative Discipline actions

- Implementation of Tier II strategies

* Classroom support from a Clinical Social Worker, CWAS Interns, and Behavior Aide

* Practical strategies to minimize students' inappropriate outburst from our Clinical Social Worker, RSP teacher, School Psychologist, and Five Acres

* Student of the month recognition

* Character Education Classes

* Achievement Awards

* Increase Counseling support opportunities

* Teacher Incentives

* Increase Counseling support opportunities where students have the opportunity to engage in weekly team building activities and/or sports

* Students will be provided opportunities and strategies that build sportsmanship and teamwork

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)

5000.00

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Professional Develop and Professional Learning Communities to review student safety data and allow teacher opportunities to collaborate about best practices to support student behavior

Strategy/Activity

- * Quarterly Grade Level PLC time to review student Data

- * Training through Young & Healthy to support teachers understanding of "At Risk" students
- * Input and support from CWAS Interns as they work with students and provide teachers with suggestions to keep students in class and minimize teacher/student conflicts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students identified as Truant, Chronic Absenteeism, special focus on Kindergarten and first grade students

Strategy/Activity

- * Weekly monitoring of student absenteeism data
- * Weekly calls to identified students
- * Development and implementation of weekly incentives that motivate families to attend school on a daily basis
- * Consistent classroom Check-ins that provide positive recognition of identified students
- * Hiring of additional staff dedicated to monitor, organize, and contact parents (minimum of 2 hours per day)
- * Utilizing CWAS staff to help monitor and contact "At Risk" families
- * Utilization of a Clinical Social Worker to meet with families and students on a consistent basis

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course election and will show academic achievement.

SCIENCE

Goal 6

SCIENCE:

- 1). From a baseline of 16% of current fourth graders scoring grade level or above on district science assessment, our goal is for those students to score 21% at or above grade level on the state CAST as fifth graders in 20-21 school year.
- 2) From a baseline of 46% of students nearly meeting the standards for fifth grade CAST, our goal is for 5% less students testing nearly met standard in 20-21.
- 3) On district assessments, current second through fourth graders will improve 5% as measured by district assessment scores for 20-21 school year.
- 4) Students will be able to access scientific texts with accuracy and proficiency as measured by school site quizzes/tests.

Identified Need

- 1. 19-20 district fourth grade science scores were 16% met or exceeded.
Target 1: 21% will score met or exceeded standards in 20-21 science district assessments AND on state CAST.
- 2, 19-20 district second grade science scores were 18% met or exceeded.
Target 2: 23% will score met or exceeded standards in 20-21 science district assessments.
- 3. 19-20 district third grade science scores were 18% met or exceeded.
Target 3: 23% will score met or exceeded standards in 20-21 science district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Fall Science Benchmark: Students Met or Exceeded Standards	Second and Third Grade - 18% met or exceeded standards Fourth grade - 16% met or exceeded standards	The number of students who met or exceeded the standards will increase by 5% at each grade level on district assessments (and on CAST for next year's fifth graders)
Science and Engineering spring STEMSCOPES assessment not administered due to coronavirus measures	20-21 will be baseline for STEMSCOPES SEP assessment for grades 3-5	Students will exceed fall district benchmark scores by 5%
Teacher-built science reading assessments to measure student understanding	20-21 will be the baseline year for data regarding science reading	Based on historical data, students will improve in this area.

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

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

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

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

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)
115,000	District Funded
	None Specified
	None Specified
	None Specified

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.

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

To aid in achieving our science goals, the STEM Specialist has increased the number of STEM Lab sessions for each grade level.

- Kinder and First come once a week for the duration of the school year
- Second grade once a week from August - February and twice a week for the last three months.
- Third grade twice a week until January then once a week.
- Fourth grade once a week until February then twice a week.
- Fifth grade twice a week for the duration of the school year

CAST Data (18-19 baseline)-

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

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

Further, if we only include data from those students who are considered economically disadvantaged (the majority of WESM's student population), the differences are significant in terms

of the achievement of WESM students compared to the District and state. These results clearly demonstrate the need for a dedicated science lab teacher for this population.

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

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

Due to necessity of remote learning, data is not available for analysis for district's spring science benchmark. As well, data will not be available next year for this year's spring CAST.

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

All district science benchmark goals are based on fall science scores and 18-19 CAST results only. Metrics are based on Fall 2019 district science assessment results.

For 5th grade CAST, the results for each strand demonstrate the need to highlight 3rd grade life science (changes implemented during 19-20 school year), as well as fourth grade earth science (unable to attend science lab regularly due to remote learning and lack of access to lab resources but will be implemented in 20-21 school year).

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course election and will show academic achievement.

TECHNOLOGY

Goal 7

TECHNOLOGY

1) By June 2021, 80% of all students will grow on 50% computer science curriculum which incorporates technology which include emphasis on algorithms & programming, computing systems, and digital citizenship.

Assessment of curriculum based on a site-approved assessment.

- By June 2021, students and faculty will carry out at least three instructional computer science programs through third party organizations (Code to the Future, USC school of Engineering, SteamCoders, PCC CS students

etc).

2) In addition, by June 2021, increase by 25% (6 PDs carried out the previous year; IXL, ELCAP) the number of technology professional development to help teachers integrate technology in their classrooms as measured by

local site professional development plan (A Monday Agenda, PLC plans). As WESM steps into new environments of online learning strategies, either now or in the fall of 2020, local STEM tech support will be required for

adaptability (hybrid classes with virtual and physical curriculum), equitable access to curriculum (student and faculty), and localized strategies to attract new families will require the ongoing support of a local Technology

Resource staff at WESM.

3) By June 2021, with the support of the school district's, student learning and academic achievement will improve through students' effective and appropriate use of technology (digital citizenship) in support of district and state

technology curricular goals as measured by the 2020-2021 TIER 2 Technology Curriculum Local Plan.

Identified Need

There is a need for Technology Resource staff at WESM in order to continue promoting the school site as a S[T]EM school in order to outreach to new students, support faculty with effective timely tech integration and troubleshooting, implement and add tech STEM curriculum (robotics, computer science) and carry out other resource staff duties as required (emergency substitute teaching, campus security, audio/visual tech support, English Learner support (ELPAC), PD training, and website upkeep). The lack of a Technology Resource Staff at Washington will devalue the Technology aspect of the STEM outreach angle used to recruit new students and parents. This will also leave faculty members fending for themselves whenever tech issues arise that need immediate resolution which may lead to interrupted learning. As WESM steps into new environments of online learning strategies, either now or in the fall of 2020, local STEM tech support will be required for adaptability (hybrid classes with virtual and physical curriculum), equitable access to curriculum (student and faculty), and localized strategies to attract new families will require the ongoing support of a local Technology Resource staff at WESM.

The absence of a district wide Computer Science curriculum adoption as a core subject creates a void with student technology assessments: Technology is not mandated as a curriculum by school district and as result measurements to gauge student performance in this area is absent. Continued of site-approved assessments and student certificates through computer science programs (Code.org, Common Sense Media, Scratchmit, Google Digital Skills, inbuilt programs assessment tools).

Benchmarks: State Technology standards are being developed and upon its adoption, district benchmarks will be aligned to traditional curriculum (Science, ELA and Math). Continued adoption and modification as technology develops (computer programming to robotics for example).

Curriculum: Align student learning to newly State-adopted standards supported by materials, instruction, and technology in a safe and productive environment.

School developed Tier 1 and Tier 2 rubric that aligns with proposed district and state technology plans need to be updated to allow student performance measurements and show the differences with having a Technology Resource teacher (Tier 2) and not having one (Tier 1).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
International Society for Technology in Education (ISTE) Digital Citizenship performance of students who meet or exceed tech standards.	By June 2021, all 3rd to 5th grade students have completed a digital citizen course (Commons Sense Media, Interland, Digizen or Budd:e). By June 2021, all Kinder to 2nd grade students have completed a digital citizen course (Interland or Budd:e).	All students think critically and evaluate websites, and other content online. They also: <ul style="list-style-type: none">• Protect themselves from online threats, including bullying and scams.• Get smart about sharing: what, when, how, and with whom.• Are kind and respectful toward other people online,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>including respecting their privacy.</p> <ul style="list-style-type: none"> • Ask for help with online situations from parents or teachers.
<p>Performance on (ISTE) Innovative Designer Standards: Upper and lower grade students meet or exceed computer science concepts in both elementary blockly and syntax design.</p>	<p>By June 2021, all Kinder to 2nd grade students have completed Course A, B and C (Code.org). By June 2021, all Kinder to 2nd grade students have completed Sequencing, and Loops in Scratchjr, CodeSpark and Kodable. By June 2021, all 3rd to 5th grade students have completed sequencing, loops, events, variables By June 2021, all 3rd to 5th grade students have completed 5 Scratch (CS) projects. By December, 2020 all students will participate and complete the annual Hour of Code through Code.org.</p>	<p>All students know how computers work, and understand software programming through blockly and syntax coding. They develop and practice algorithmic thinking through a variety of programs and as a result begin to understand how complex computer programs like games function.</p>
<p>Formal or informal tech diagnostic to reveal and address teachers integration of technology in their classrooms.</p> <ul style="list-style-type: none"> • Provide faculty with the opportunity to continue using and mastering Online learning tools (Google MEET, Classroom, Dojo etc). • Provide faculty with the opportunity to learn and integrate computer science courses in their curriculum. 	<p>By June 2021, 100% of teachers will give their students classroom assignments requiring them to use computers/mobile devices at least weekly. By June 2021, all students will participate in a computer science course organized by their homeroom teacher or third party educational partner.</p>	<p>Continued teacher support that will allow them to integrate technology through innovative means. This will have a greater impact on student learning as they use technology in their classrooms. Careful selection and curate process that will allow access and provide training and discussion.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Tier 1 and Tier 2 Tech Curriculum Plan implementation at WESM will encourage and support creative expression and problem solving in students. Students promoting to middle school will have exposure in activities such as 3D printing, robotics, audio and visual arts, programming and animation.	By June 2021, all 5th grade students will have experienced and used 3D printing and made designs. Created at least one animation through a web 2.0 comic book or animation creator website. Promoting class will have a thorough exposure to elementary computer science concepts(algorithms, patterns, conditionals, binary, computational thinking) and languages (blockly, javascript, python).	<p>On a gradual scale of introductory computer science literary and programming concepts from Kinder through 5th Grade: Students will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively a. using sequencing (Kinder); b. using loops (1st Grade); c. using variables (4th Grade); d. using mathematical operations (addition, subtraction, multiplication and division) variable to manipulate a variable; and e. using conditionals (5th Grade).</p> <p>Additionally, students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science or ELA curriculum (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production</p> <p>Students will practice knowledge transference in relation to computer science. From Kinder through 3rd grade, students are using (on rails) puzzles to learn computer literacy. Students will use these concepts and apply them in computer projects like in Scratch where they can practice CS literary terms and concepts such as algorithms, loops, sequences, etc.</p> <p>Coding puzzles, creating comics alongside ELA, and unplugged activities (Turing</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		tumble board simulations) are activities where students learn through play where students can be engaged through curiosity and are able to express their imaginations.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

(TIER 1) ALL STUDENTS will use technology (Chromebooks, projectors, desktops, laptops) will be aligned with other subjects (ELA, Math, Science) through Common Core State Standards or NGSS standards.

Kinder

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

First Grade

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

Second Grade

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

3rd Grade

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

4th Grade

Students will use painting and drawing tools/applications to create and edit work.
Digital Citizenship (Cyberbullying and safe online practices) INTERLAND

Extension to syntax coding. Students are learning CS concepts and are applying coding concepts in syntax.

5th Grade

Students will learn to use online tools for collaborative work.

Digital Citizenship (Cyberbullying and safe online practices)

Extension to syntax coding. Students are learning CS concepts and are applying coding concepts in syntax.

2. As a strategy, teacher training will be organized with emphasis in technology integration. This can be through technology teacher modeling, or tech leader teaching a class while modeling how to use tech tools (i.e.

Nearpod). Monthly trainings either as a larger, small or individual settings (Staff PD or PLC meetings).

3. As a strategy, monthly teacher training will be organized with emphasis in technology integration. These will be through the assistance of the School District Ed Tech department or faculty who are integrating technology

and are willing to share their expertise of different web tools that they use in the classroom.

4. Organize and coordinate with District Technology staff to train site faculty and include documentation which validates STEM training with technology. Teachers will receive training on the use of Google Apps (Slides, Docs, Forms, Sheets and Hangouts etc.); Hapara etc. as can be provided by the School District tech team.

5. Work with educational partners and the recruitment of others to allow all students to have professionals in technology support their learning. This includes collaboration with USC's School of Engineering, Westridge

School, Caltech and third party vendors like SteamCoders and Coding for the Future. Look for community partners to

help with the Mac, PC and Linux lab. Bring new programs and partners to teach robotics, Turing tables, and raspberry pi robotics (PCC students). As a result, students will learn from tech professionals and begin to

think about educational opportunities beyond an elementary setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,891	Title I
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

TIER 2: Strategy to develop, maintain and support academic programs (Computer Science, 3-D printing, Robotics) in an academic setting; Develop Robotics program from NXT to EV3 kits to Raspberry Pi robots. Assist faculty with technology troubleshooting as needed.

KINDER

K.1 Students will construct sets of step-by-step instructions (algorithms and programming) either independently or collaboratively including sequencing that emphasize the beginning, middle, and end. (Code.org, Kodable, The Foos)

K.2 Students will construct programs (computing systems) to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, either independently or collaboratively, including sequencing, emphasizing the beginning, middle, and end. (Scratchjr, makewonder.com, The Foos)

K.3 The student will identify responsible behaviors (digital citizenship) associated with using information and technology. (interland).

1st Grade

1.1 Students will construct sets of step-by-step instructions (algorithms) either independently or collaboratively, including a. sequencing (using numbers); and; b. simple loops (patterns and repetition). (Code.org, Kodable, The Foos)

1.2 The student will construct programs to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, either independently or collaboratively including a. sequencing, ordinal numbers; and b. simple loops (patterns and repetition). (Scratchjr, makewonder.com, The Foos)

1.3 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing. (code.org)

2nd Grade

2.1 The student will construct sets of step-by-step instructions (algorithms) both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns such as repeating patterns or growing patterns); and c. identifying events. (Code.org, Kodable, The Foos)

2.2 The student will construct programs to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns, such as repeating patterns or growing patterns); and c. identifying events.

2.3 The student will identify and model responsible behaviors when using information and technology. Digital Citizenship (Cyberbullying and safe online practices) INTERLAND

3rd Grade

3.1 The student will construct sets of step-by-step instructions (algorithms), both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns such as repeating patterns or growing patterns); and c. using events. (Code.org, Scratch.com, TURTLE, Code Monkey)

3.2 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing, events, and loops.

3.3 The student will identify problems that relate to inappropriate use of computing devices and networks. Digital Citizenship (Cyberbullying and safe online practices) budd:e, digizen

3.4 The student will create examples of strong passwords, explain why strong passwords should be

used, and demonstrate proper use and protection of personal passwords. INTERLAND
3.5 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)

3.6 Through Lego robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage. <https://scratch.mit.edu/ev3>

4th Grade

4.1 The student will construct sets of step-by-step instructions (algorithms) both independently and collaboratively a. using sequencing; b. using loops; c. using variables to store and process data; and d. performing number calculations on variables (e.g., addition, subtraction, multiplication and division). Scratch.mit exercises emphasizing on the use of variables and assignments of values.

4.2 The student will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively a. using sequencing; b. using loops; c. using variables; and d. performing number calculations (e.g., addition, subtraction, multiplication and division) on variables.

4.3 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing, events, loops and variables.

4.4 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)

4.4 Through Lego robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage

5th Grade

CS knowledge transfer from rails (puzzles) to the creation of artifacts through:

5.1 Students will construct sets of step-by-step instructions (algorithms) both independently and collaboratively, a. using sequencing; b. using loops; c. using variables to store and process data; d. performing number calculations on variables (addition, subtraction, multiplication and division); and e. using conditionals (if-statements).

5.2 Students will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively a. using sequencing; b. using loops; c. using variables; d. using mathematical operations (addition, subtraction, multiplication and division) variable to manipulate a variable; and e. using conditionals (if-statements).

5.3 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)

5.4 Through Lego and Raspberry Pi robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage.

As a strategy, teacher training will be organized with emphasis in technology integration in our new online learning environment. This will allow our staff to remain adaptable to ongoing changes in our learning experience through the COVID pandemic. Technology teacher modeling, or tech leader teaching a class while modeling how to use tech tools (i.e. MEET, Screencastify, Nearpod).

Monthly trainings either as a larger, small or individual settings (Staff PD or PLC meetings). As a strategy, monthly teacher training will be organized with emphasis in technology integration. These will be through the assistance of the School District Ed Tech department or faculty who are

integrating technology and are willing to share their expertise of different web tools that they use in the classroom. Organize and coordinate with District Technology staff to train site faculty and include documentation which validates STEM training with technology. Teachers will continue to receive training on the use of Google Apps (Classroom, Slides, Docs, Forms, Sheets and Hangouts etc.) as can be provided by the School District tech team. Work with educational partners and the recruitment of others to allow all students to have professionals in technology support their learning. This includes collaboration with USC's School of Engineering, Westridge School, Caltech and third party vendors like SteamCoders and Coding for the Future. Look for community partners to help with the Mac, PC and Linux lab. Bring new programs and partners to teach robotics, Turing tables, and raspberry pi robotics (PCC students). As a result, students will learn from tech professionals and begin to think about educational opportunities beyond an elementary setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded
9	LCFF-LCAP
0	Title I

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

Elementary Computer Science (CS) Overall

~95% students from Kinder through 5th Grade participated in the annual Hour of Code organized by code.org This is the fifth year that our school has participated in the CS global activity.

Kinder: ~95% completion of Sequences through Kodable. ~75% completion of Algorithms through Codespark. 100% Course A and Course B completion through Code.org. ~50% completion of Interland "Be Kind" activity.

1st Grade: ~95% completion of Sequences through Kodable. ~90% completion of Algorithms and ~25% Loops through Codespark. ~95% completion of Interland "Be Kind" activity.

2nd Grade: ~90% completion of Algorithms, ~75% Loops and ~25% Advanced Sequencing through Codespark. ~95% completion of Interland "Be Kind" activity.

3rd Grade: ~95% completion of Algorithms, ~90% Loops and ~25% Advanced Sequencing; ~25% Events through Codespark. ~95% completion of Interland "Be Kind" and "Share with Care" activity. ~95% participation of students through CodeMonkey curriculum (Javascript Syntax Coding). 33% students in Lego Robotics curriculum. 3 artifacts (game, RICE method and code blockly).

4th Grade: ~25% completion of Algorithms through Codespark. ~95% completion of Be Kind (Cyberbullying), Share with Care (Online Privacy, Security activity. 33% of Students with a ~75% completion of CS course through CodeCombat curriculum (Python Syntax Coding). 33% students in Lego Robotics curriculum. 66% of students completed basic and intermediate typing courses through typing.com.

5th Grade: ~95% completion of Be Kind (Cyberbullying), Share with Care (Online Privacy, Security activity. 95% of Students with a ~50% completion of CS course through CodeCombat curriculum (Python Syntax Coding). 33% students in Lego Robotics curriculum. 33% of students completed ELA and animation course through Pixton.com. 66% of students introduced to 3D printing through Tinkercad.com.

As a strategy, teacher training will be organized with emphasis in technology integration. This can be through technology teacher modeling, or tech leader teaching a class while modeling how to use tech tools (i.e. Nearpod). Monthly training either as a larger, small or individual settings (Staff PD or PLC meetings).

As a strategy, monthly teacher training will be organized with emphasis in technology integration. These will be through the assistance of the School District Ed Tech department or faculty who are integrating technology and are willing to share their expertise of different web tools that they use in the classroom.

Organize and coordinate with District Technology staff to train site faculty and include documentation which validates STEM training with technology. Teachers will receive training on the use of Google Apps (Slides, Docs, Forms, Sheets and Hangouts etc.); Hapara etc. as can be provided by the School District tech team.

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

Assist and troubleshoot hardware and software computer problems that all students and faculty may have during the academic school year. Assist with technology request that involve the setup and breakdown of academic events such as promotions, assemblies, training, and seasonal performances (winter/spring programs).

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

Throughout this document there has been a delineation between a TIER 1 and TIER 2 technology program at Washington STEM Elementary. Major differences between these two outlooks for next year rely on continued funding for a Technology STEM Resource Staff. By procuring such staff, a TIER 2 program will develop which would continue to maintain a TIER 1 strategy, and develop technology programs such as elementary computer science, robotics, 3D printing, audio and visual editing, and any other responsibilities delegated outside the tech curriculum to a STEM Technology

teacher. Without the acquisition or continued support of such staff, the school will have to implement a TIER 1 with its technology strategies and activities. In essence, a TIER 1 scenario will develop without the support of a local technology resource teacher and be carried out by teachers in their classrooms with support from administration in order to coordinate and work with District Tech staff and any other third party vendor or partner to come in and implement computer science, robotics or other STEM technology classes. At this point, budgeted expenditures to implement these strategies suggest a TIER 1 set of activities.

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.

Needs, outcomes, goals and strategies based on a Tier 2 scenario in the 2020-2021 school year in which a Technology STEM Resource Teacher is executing said directives. A Tier 1 scenario will develop if the Resource Teacher becomes unavailable due to District staff reductions. Such scenario (Tier 1) will dictate that technology integration be carried out by faculty with additional help of third parties such as Tech Schools (PCC, USC and Caltech), vendors (SteamCoders, and Code to the Future) and District Educational Technology department. For more information on Tier 1 and Tier 2 scenarios see the 2020-2021 Tech Goals for WESM attachment.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 8

ENGLISH LANGUAGE LEARNERS:

CAASPP ELA Average Distance From Standard for ENGLISH LANGUAGE LEARNERS will decrease the baseline of -53.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at -50.7 or higher by the end of the 2020-2021 school year.

Identified Need

Need 1: Our English Learners are progressing; however, they are not progressing at the rate needed to Close the Reading, Writing, Listening, and Speaking Gaps. Therefore, there is a need to ensure that ELD strategies are implemented consistently across the curriculum. In addition, ongoing monitoring of English Learner's academic progress needs to be a key focus (this was done consistently when we had an EL Coach and we noticed consistent growth toward closing the Instructional gap; however, since losing that position, our EL growth rate has not increased as rapidly as in prior years. Our need is to restructure our focus during professional development trainings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP OVERALL ELL California Assessment of Student Performance and Progress 3rd-5th Grades administered once a year at the end of the current school year.	English Learners are currently at -53.7 DFM. This is a decline from the previous year's -44.2 DFM with -9.5 point drop.	1-Band Goal (Yellow) English Learners will decrease their -53.7 DFM by minimum of 3 points, which will put them at 50.7 DFM. STRETCH Goal English Learners will decrease their -53.7 DFM by minimum of 5 points, which will put them at -48.7 DFM.
SBAC INTERIM (IAB) Performance Task for English Learners	3rd- 45% Above. 32% Near 4th- 54% Above. 46% Near 5th- 48% Above. 48% Near	Maintain percent of Students in the Above category and move 70-75% of the Students who are in the Near and Below to Above Standards by Mid-year 2020-2021 school year as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC SUMMATIVE K-5th Assessment administered once a year at the end of the current school year for all English Learners	K-10%B4, 24%B3, 33%E3, 28%E2, 5%E1 w-76% Improved Rate 1st- 18%B4, 32%B3, 39%E3, 11%E2, with 46% Improved Rate 2nd- 4%B4, 32%B3, 32%E3, 32%E2 with 25% Improved Rate 3rd- 7%E3, 53%E2, 40%E1 with 0% improved Rate 4th- 8%B4, 28%B3, 32%E3, 24%E2 with 76% improved Rate 5th- 9%B4, 9%B3, 25%E3, 57%E2 with 48% Improved Rate	indicated by the SBAC Interim (IAB) Performance Task. 70-75% of the students in K- 5th Grades will show progress towards Bridging by the next ELPAC Summative Assessment for the end of the school year.
IRI READING INVENTORY of English Learners	K- 0% ABOVE. 29% B- Level. 32% A-Level. 39% Pre-A 1st- 0% ABOVE. 78% AT. 11% Near. 11% Below 2nd- 4% ABOVE. 70% AT. 22% Near. 4% Below 3rd- 12% ABOVE. 38% AT. 25% Near. 25% Below 4th- 0% ABOVE. 27% AT. 13% Near. 60% Below 5th- 0% ABOVE. 25%AT. 33%Near. 42% Below Data collection from Spring IRI Assessment 2020-2019	Due to Remote Learning - May 2020 IRI Assessment not administered. Our goal is to have 70-80% of our K-5th Students reading AT or ABOVE grade-level by May 2020-2021 as indicated by the IRI - Reading Inventory Assessment.
IXL OVERALL ELA Progress & Growth Level of English Learners K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.	K- Overall ELA Average AMS is at 50% with 7% Growth Rate 1-Overall ELA Average AMS is at 73% with 17% Growth Rate 2-Overall ELA Average AMS is at 57% with 43% Growth Rate 3-Overall ELA Average AMS is at 25% with 29% Growth Rate 4-Overall ELA Average AMS is at 7% with 20% Growth Rate	All EL Students will continue practicing differentiated ELA skills and strategies in IXL daily for 30 minutes and taking a Diagnostic every Friday answering minimum 20 questions in order to show progress and growth as recommended by the program.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>5-Overall ELA Average AMS is at 0% with 29% Growth Rate</p> <p>(AMS = Above and Met Standards)</p>	
<p>IXL READING Level of English Learners</p> <p>K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.</p>	<p>K-Overall READING AMS is 51%</p> <p>1-Overall READING AMS is 78%</p> <p>2-Overall READING AMS is 65%</p> <p>3-Overall READING AMS is 42%</p> <p>4-Overall READING AMS is 7%</p> <p>5-Overall READING AMS is 0%</p>	<p>70% - 75% of Students in K-5th will read AT or ABOVE grade-level as indicated by the IXL Diagnostic administered in May 2021.</p>
<p>IXL WRITING Level of English Learners</p> <p>K-5th Grades Diagnostic Tracked in Fall, Winter, Spring of the current school year.</p>	<p>K-Writing Average Above Standard is at 61% - 39% need to test</p> <p>1st-Writing Average Above Standard is at 67% - 33% need to test</p> <p>2nd-Writing Average AMS is at 83% -17% Near</p> <p>3rd-Writing Average AMS is at 25% - 67% Near</p> <p>4th-Writing Average AMS is at 0% - 20% Near</p> <p>5th-Writing Average AMS is at 0% - 21% Near</p> <p>(AMS = Above Met Standards)</p>	<p>60-70% of the Students in K-5th will write AT or ABOVE grade-level as indicated by the IXL Diagnostic administered in May 2021.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All K - 5th English Language Learners

BALANCED LITERACY INSTRUCTION (via ELD strategies)

- Reading
- * Read Aloud (modeled reading)
- * Shared Reading (mini-lessons)
- * Guided Reading (differentiation)
- * Independent Reading
 - Writer's Workshop (via ELD strategies)
- * Model Writing
- * Shared Writing (mini-lesson)
- * Writing Conferences
- * Independent Writing
 - Word Study (via ELD strategies)
 - STEM INTEGRATION (via ELD strategies)
- * Speaking like a Scientist, Technologist, Engineer, Mathematician
- * ELA integration in STEM
 - Daily 30 Minutes Designated Instruction Time

FOCUS: Reading, Writing, Listening, and Speaking

Strategy/Activity

All K - 5th English Language Learners

DIFFERENTIATING INSTRUCTION - in Small Groups (via ELD strategies)

- K-5th Teachers will continue conducting Small Group Instructions using the IXL Program and Guided Reading Library to differentiate based on students' academic needs and levels
- Once a Week for AMS Students (Above Met Standards)
- Two Times a Week for Tier 1 Students who are Nearly Met Standards and/or Below Standards
- Below Standards Students will receive additional Tier 2 Support from the Instructional Coach

DIFFERENTIATING INSTRUCTION - in student/teacher Conferencing (via ELD strategies)

- K-5th Teachers will continue conducting individual Teacher conferencing
- Once a Week Rotation

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	None Specified
0	None Specified

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.

WESM NEED:

- EL Instructional Coach (full or part-time)
- Scholastic Magazines for the 2020-2021 School Year
- IXL ELA to differentiate our Instruction and Grouping for our EL Students focusing on Vocabulary and Grammar that support our CA Language Standards!

We will continue to support both our K-5th Teachers and Students by continuing to implement the strategies and activities outlined below that have proven to be key in achieving our articulated goals for the 2020-2021 school year.

ITEM 1: CURRICULUM & INSTRUCTIONAL RESOURCES

- Use CA State Standards for our ELA Curriculum
- Use the following Resources to support the standards

a) Balanced Literacy Library

b) Guided Reading Books Library

c) 1st-5th Units of Writing

d) K-2nd Units of Phonics

e) 3rd-5th Words Their Way

f) IXL (ELA) Online Resource for reading, writing, vocabulary, grammar, writing mechanics)

g) Conventions and Craft by Scholastic

h) Scholastic Magazines

ITEM 2: FULL-TIME INSTRUCTIONAL COACH Support

- In Class Instruction Modeling (Coaching, Facilitating)
- Instructional Coaching Cycle Rotations

* (Teacher-Centered Coaching) Focus on teacher-actions in the classroom based on Teacher Needs/Readiness

* (Student-Centered Coaching) Focus on student-actions and learning in the classroom

- Weekly PLC (Co-planning instruction using research-based strategies, analyzing student data)
- Teacher Professional Development A-Mondays
- Student - Teacher Recognitions (establishing school-wide norm)
- Providing T1-T2 Students support (setting/reviewing academic goals - closing gaps with small group instruction/conferencing)
- ELA Data Monitoring and Analysis

EL DATA CHATS & GOALS (Personalized Support Action Plan)

- PSAP Goals completed for all EL Students who are not showing academic progress per their Report Cards
- Data Chats 2-times in the school year 1st - Beginning of the Year. 2nd - in the Spring

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

Continue to build and solidify K-5th Teacher/Coach Learning Cycle Rotations

This strategy is critical in meeting the Teacher's Instructional needs

Continue to Provide the following Coaching Services to K-5th Teachers

- * Setting Teacher goals
- * Data Analysis Driven Instruction
- * Lesson Planning
- * Student Engagement and 100% Participation Rate in the classroom
- * Student learning and progress Checkpoints
- * Student - Teacher Connections and Observations
- * Using research-based instructional practices

These are some of the topics of 2020-2019 Teacher/Coach Learning Cycle Rotation topics and will continue for the 2020-2021 School Year.

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

Improving Student Reading and Writing continues to be our focus in 2020-2021 school year.

Data will continue to be gathered and analyzed using 3rd-5th CAASPP, SBAC Interim, K-5th IRI Reading Inventory, as well as additional IXL Diagnostics for ELA charting student Reading/Writing and overall ELA progress and Growth (see Annual Measurable Outcomes for further details).

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	\$112,692.32
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,156.50

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 (\$)
Title I	\$
Title I Part A: Allocation	\$

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

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 (\$)
	\$
District Funded	\$
LCFF - Base	\$
LCFF - Supplemental	\$
LCFF-LCAP	\$
None Specified	\$

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

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



PASADENA UNIFIED SCHOOL DISTRICT

Title I Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2020-21 is as below:

School: Washington ES

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,941,915.00	9651	\$201.21	384	\$77,264.64

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Karrone Meeks	Principal
Debbie Afsharian	Classroom Teacher
Sumi Oh	Classroom Teacher
Mel Renteria	Classroom Teacher
Ana Vasquez	Classroom Teacher
Vanessa Ixta	Other School Staff
Luis Gonzalez	Parent or Community Member
Maria Chavez-Gonzalez	Parent or Community Member
Leira Ruperto	Parent or Community Member
Violet Santacruz	Parent or Community Member
Chevant Starr	Parent or Community Member
Jenna Chaffey and Melissa Ortiz	Parent or Community Member

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




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 16, 2021.

Attested:

	Principal, Karrone Meeks on 3-16-21
	SSC Chairperson, Datevik Debbie Afsharian on 3-16-21

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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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

2020-2021 Technology Curriculum TIER 1

K	<p>K.1 Students will identify components of computing systems (e.g., keyboard, mouse, desktop computer, laptop computer, tablet, and printer). Students will learn to navigate websites.</p> <ul style="list-style-type: none"> Phonics and Math practice with educational websites (teacher and student). Keyboarding skill building with ELA curriculum. Use a mouse or touchpad to interact with shapes, icons, boxes and scroll bar. <p>K. 2 The student will identify, using accurate terminology, simple hardware and software problems that may occur during use (e.g. frozen screen, no audio, wifi). Watch online videos and recognize and use the play and pause buttons.</p> <p>K.3 The student will identify what is allowed and what is not allowed at school when using technology.</p> <p>Grade level websites: IXL, iReady, ABCya, starfall, uptoten.com, abcmouse pbskids</p>
1st	<p>1.1 Students will learn basic keyboarding (key location, upper-case, symbols etc.) Introduction to word processing (typing sentences) through websites.</p> <p>1.2 Students will learn to turn on computers and log-in with school Google accounts. Learn to use educational websites like iReady, IXL and Abcmouse.</p> <p>1.3 The student will, in a whole class environment, discuss how information can be communicated electronically (e.g., email, social media).</p> <p>1.4 Demonstrate compliance with school rules in regards to computer care (AUP). Websites: ABCya, starfall, code.org, uptoten.com</p>
2nd	<p>2.1 Students will know how to log-in with school Google accounts.</p> <p>2.2 Keyboarding w/ appropriate techniques like finding the home row keys.</p> <p>2.3 Students will use Google Docs to write, communicate and create presentations.</p> <p>2.4 Demonstrate compliance with school rules in regards to computer care (AUP).</p> <p>Websites: ABCya, starfall, code.org, uptoten.com, typingclub.com</p>
3rd	<p>3.1 Students will use school Google accounts to access academic resources in Clever. They will start learning how to do this at home.</p> <p>3.2 Keyboarding w/ appropriate techniques like finding the home row, top row and bottom row keys. No emphasis on speed but accuracy at this grade. Expected wpm: 15</p> <p>3.3 Students will use Google Drive to write, communicate and create presentations.</p>

	<p>3.4 Demonstrate compliance with school rules in regards to computer care (AUP).</p> <p>Websites: ABCya, starfall, code.org, uptoten.com, typingclub.com</p>
4th	<p>4.1 Explain and use age-appropriate online tools for collaborative work.</p> <p>4.2 Create a series of slides and organize them to present research or convey an idea.</p> <p>4.3 Copy and paste or import graphics and evaluate their use in slides or documents.</p> <p>4.4 Use word processing software (Google Docs) to write, and edit school work.</p> <p>4.5 <u>Explain</u> and demonstrate compliance with school rules in regards to computer care and describe possible consequences of inappropriate use.</p> <p>4.6 Typing objectives: <u>20 wpm</u> (typing.com)</p>
5th	<p>5.1 Explain fair use guidelines for the use of copyrighted materials.</p> <p>5.2 Create a series of slides and organize them to present research or convey an idea.</p> <p>5.3 Copy and paste or import graphics and evaluate their use in slides or documents.</p> <p>5.4 Use word processing software (Google Docs) to write, and edit school work.</p> <p>5.5 <u>Explain</u> and demonstrate compliance with school rules in regards to computer care and describe possible consequences of inappropriate use.</p> <p>5.5 Typing objectives: <u>25 wpm</u> (typing.com)</p>

- *Classroom Aide, Community Partners, find funding to support technology in the classrooms.*
- *Other staff support in technology throughout our school*
-

2020-2021 Technology Curriculum TIER 2	
K	<p>K.1 Students will construct sets of step-by-step instructions (<i>algorithms and programming</i>) either independently or collaboratively including sequencing that emphasize the beginning, middle, and end. (Code.org, Kodable, The Foos)</p> <p>K.2 Students will construct programs (<i>computing systems</i>) to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, either independently or collaboratively, including sequencing, emphasizing the beginning, middle, and end. (Scratchjr, makewonder.com, The Foos)</p> <p>K.3 The student will identify responsible behaviors (<i>digital citizenship</i>) associated with using information and technology. (interland).</p>
1st	<p>1.1 Students will construct sets of step-by-step instructions (algorithms) either independently or collaboratively, including a. sequencing (using numbers); and; b. simple loops (patterns and repetition). (Code.org, Kodable, The Foos)</p> <p>1.2 The student will construct programs to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, either independently or collaboratively including a. sequencing, ordinal numbers; and b. simple loops (patterns and repetition). (Scratchjr, makewonder.com, The Foos)</p> <p>1.3 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing. (code.org)</p>
2nd	<p>2.1 The student will construct sets of step-by-step instructions (algorithms) both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns such as repeating patterns or growing patterns); and c. identifying events. (Code.org, Kodable, The Foos)</p> <p>2.2 The student will construct programs to accomplish tasks as a means of creative expression using a block based programming language or unplugged activities, both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns, such as repeating patterns or growing patterns); and c. identifying events.</p> <p>2.3 The student will identify and model responsible behaviors when using information and technology. Digital Citizenship (Cyberbullying and safe online practices) INTERLAND</p>
3rd	<p>3.1 The student will construct sets of step-by-step instructions (algorithms), both independently and collaboratively a. using sequencing; b. using loops (a wide variety of patterns such as repeating patterns or growing patterns); and c. using events. (Code.org, Scratch.com, TURTLE, Code Monkey)</p> <p>3.2 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing, events, and loops.</p>

	<p>3.3 The student will identify problems that relate to inappropriate use of computing devices and networks. Digital Citizenship (Cyberbullying and safe online practices) budd:e, digizen</p> <p>3.4 The student will create examples of strong passwords, explain why strong passwords should be used, and demonstrate proper use and protection of personal passwords. INTERLAND</p> <p>3.5 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science ath or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)</p> <p>3.6 Through Lego robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage. https://scratch.mit.edu/ev3</p>
4th	<p>4.1 The student will construct sets of step-by-step instructions (algorithms) both independently and collaboratively a. using sequencing; b. using loops; c. using variables to store and process data; and d. performing number calculations on variables (e.g., addition, subtraction, multiplication and division). Scratch.mit exercises emphasizing on the use of variables and assignments of values.</p> <p>4.2 The student will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively a. using sequencing; b. using loops; c. using variables; and d. performing number calculations (e.g., addition, subtraction, multiplication and division) on variables.</p> <p>4.3 The student will analyze, correct, and improve (debug) an algorithm that includes sequencing, events, loops and variables.</p> <p>4.4 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science ath or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)</p> <p>4.4 Through Lego robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage</p>
5th	<p><u>CS knowledge transfer from rails (puzzles) to the creation of artifacts through:</u></p> <p>5.1 The student will construct sets of step-by-step instructions (algorithms) both independently and collaboratively, a. using sequencing; b. using loops; c. using variables to store and process data; d. performing number calculations on variables (addition, subtraction, multiplication and division); and e. using conditionals (if-statements).</p>

	<p>5.2 The student will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively a. using sequencing; b. using loops; c. using variables; d. using mathematical operations (addition, subtraction, multiplication and division) variable to manipulate a variable; and e. using conditionals (if-statements).</p> <p>5.3 Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science ath or ELA concepts (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). 3D Printing design and production (Tinkercad.com)</p> <p>5.4 Through Lego and Raspberri Pi robotics, Students will model how a computing system works including programming input and output, processors, sensors, and storage.</p>
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TIER 2 TECHNOLOGY GOALS 2020-2021

1. Technology curriculum will remain aligned with other subjects (ELA, Math, Science) through Common Core State Standards or NGSS standards. For example: 3D printing with Tinkercad to: *5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.* Students designed the inner structure of Earth to learn about its characteristics and then 3D printed the model.
 - A. Teacher meetings to discuss current lessons and their technology alignment.
 - B. Meetings with coaches and principal (Science/ELA/Math) to discuss Priorities.
 - C. Measured by ongoing project or lesson commitments.
2. Greater impact on student online behavior through ongoing Digital Citizenship classes. Classes that teach proper online safety, security and communication practices and behavior. Increased access of mobile devices has caused increased improper use at home and school. This is a new technology need that will be addressed at school.
 - A. Align online behavior with classroom and school rules.
 - B. Ongoing discussions at the beginning, middle and end of school year and as situations arise.
 - C. Measured by curriculum and lessons that address this goal.
3. Continued teacher support that will allow them to integrate technology through innovative means. This will have a greater impact on student learning as they use technology in their classrooms. Careful selection and curate process that will allow access and provide training and discussion.
4. Increased participation of students who are involved in innovative technology projects such as 3D printing, Computer programming, assembling and video and sound production. Students that have access to these programs are selected or involved in after-school programs. Classes will be created during normal school hours to increase student access and participation. Measured

through curriculum and lesson plans.

5. Cultivation of community partners and the recruitment of others to allow all students to have professionals in technology support their learning. This includes continued collaboration with USC's School of Engineering, Westridge School, Caltech and third party vendors like SteamCoders and Coding for the Future. Look for community partners to help with PC and Linux lab. Bring new programs and partners to teach robotics, Turing tables, and raspberry pi robotics (PCC students). As a result, students will learn from tech professionals and begin to think about educational opportunities beyond an elementary setting.
6. Focus on the practice of knowledge transference in relation to computer science. From Kinder through 3rd grade, students are using (on rails) puzzles to learn computer literacy. These concepts should be practiced and applied by students in computer projects like in Scratch where they can practice CS literary terms and concepts such as algorithms, loops, sequences, etc.

Virtual Meeting Agenda

March 16, 2021

2:00 - 3:30 p.m.



Join with Google Meet



meet.google.com/cvd-emam-gbh

Meeting ID meet.google.com/cvd-emam-gbh	Phone Numbers (US)+1 402-821-1112 PIN: 905 437 834#
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Topic	Presenter	Time
Welcome	Afsharian	1 min
Meeting Norms	Afsharian	1 min
February 2021 Minutes - Approval	Afsharian	5 min
Principal Updates (Budget, Reopening, Survey) <i>Approval of Title 1 Mid-Year Adjustment \$4,942</i>	Meeks	15 min
Site Plan Goal Updates (Math)	Bonds	15 min
Site Plan Goal Updates (ELA)	Afsharian	15 min
Open Items	Everyone!	15 min

Next Virtual SSC Meeting
Tuesday, April 20th, 2:00-3:30 p.m

Reunión virtual

Agenda

16 de Marzo de 2021

2:00 - 3:30 p.m.



Únase a Google Meet



meet.google.com/cvd-emam-gbh

identificación de la reunión meet.google.com/cvd-emam-gbh	Números de teléfono (US)+1 402-821-1112 PIN: 905 437 834#
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Tema	Presentador	Hora
Bienvenida	Afsharian	1 min
Cumplir con las Normas	Afsharian	1 min
Acta de Febrero de 2021 - Aprobación	Afsharian	5 min
Actualización de la Directora (Presupuesto, Reapertura, Encuesta) Aprobación del ajuste de mitad de año del Título 1 \$ 4,942	Meeks	15 min
Matemáticas de actualizaciones de objetivos del plan	Bonds	15 min
Actualizaciones de objetivos del plan del sitio ELA	Afsharian	15 min
Artículos abiertos horas de reunión	Discusión abierta	15 min

Próxima reunión del consejo del sitio escolar

Martes 20 de Abril 2:00-3:30 p.m.



Pasadena Unified School District Child Welfare, Attendance & Safety

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Washington Elementary STEM Magnet	Principal: Ms. Karrone Meeks
School Number:075	Counselor: Vacant
Date Completed: Updated 2/13/20	Principal Signature: Karrone Meeks

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%	95%	96%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>→ Through monthly monitoring and school wide incentives, WESM will improve its attendance rate from 94.9% average to 96.15% average as evident through monthly attendance monitoring reports.</p> <p>→ WESM will continue to decrease the percentage of students identified as Chronically Absent (which is currently at 13.2%). We will continue to have a decline in the number of identified students(this number currently a</p>	<ul style="list-style-type: none"> Students who are absent 2 or more days in a month Students who have 5 or more absences Students who have 8 or more absences 	<ul style="list-style-type: none"> Weekly recognition to targeted students as they meet their weekly attendance goals Weekly recognition of students who meet their weekly "On Time" goals Monthly Queries on AERIES 	<p>→ Reduced number of students arriving late for class by 5%.</p> <p>→ Decreased number of students who miss five or more days of school during Fall Semester by 5%.</p> <p>→ Decreased number of students who miss 10 or more days during the school year by 5%.</p>

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Pasadena Unified School District Child Welfare, Attendance & Safety

<p>decline of 2.1% to an additional decline of 1% by May 30, 2021 data will reveal that WESM moved from 13.2% of students identified as Chronically Absent to 12.2% identified as Chronically Absent</p> <p>→ WESM will increase its overall KINDERGARTEN attendance each month in our primary grades from an average of 94.26% to 95.51% (which is a 1.25% increase). By May 2020 data will reveal that our Kindergarten attendance increased by a minimum of 1.25% from the previous years average.</p> <p>→ WESM will increase its overall FIRST GRADE attendance each month in our primary grades from an average of 94.25% to 95.50% (which is a 1.25% increase). By May 2020 data will reveal that our First Grade attendance increased by a minimum of 1.25% from the previous years average.</p> <p>→ WESM will increase its overall Attendance each month from an average of 94.9% to 96.15% (which is a 1.25% increase). By May 2020 data will reveal that our First Grade attendance increased by a minimum of 1.25% from the previous years average.</p>	<ul style="list-style-type: none"> ● 18 - 19 Dashboard indicates that 13.2% of WESM student population were chronically absent which is a DECLINE of 2.2% from the previous year ● 18 - 19 Dashboard indicates that 9.8% of our identified English Learners are chronically absent; which is a DECLINE of 6.1% from the previous year ● 18 - 19 Dashboard indicates that 10% of our identified Students with Disabilities are chronically absent; which is an DECREASE of 4.8% from the previous year ● 18 - 19 Dashboard indicates that our African American students had no change in status; however, this group is our largest group with 21.4% identified as 	<ul style="list-style-type: none"> ○ Parent letter sent from Principal ● Quarterly Queries on AERIES <ul style="list-style-type: none"> ○ 2nd Principal- Parent letter sent ○ Parent Meetings with Guidance Counselor & Staff ● Annual Queries on AERIES <ul style="list-style-type: none"> ○ Query in Spring ○ Schedule SARB referral 	<p>→ Increased parental awareness about the importance of school attendance, arriving on-time,</p> <p>→ Rewarding students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester</p> <p>→ Reduced number of students arriving late for class by 5%.</p> <p>→ Decreased number of students who miss five or more days of school during Fall Semester by 5%. Decreasing the number of students who miss 10 or more days during the school year by 5%.</p> <p>→ Rewarding students who achieve perfect (no absences) or near perfect (less than 2 absences)</p>
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Pasadena Unified School District Child Welfare, Attendance & Safety

→ Apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)	Chronic which is a decline of 6.4%		attendance each semester → Monthly Analysis of School Attendance Data → →
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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> ✓ Development of an Innovative theme to promote and keep Attendance Awareness a focus throughout @ month ✓ Monthly Perfect Attendance Bulletin Board highlighting pictures of students at each grade level who had perfect attendance for that month ✓ Post on all entrances and exits posters speaking about the importance of attendance ✓ Monthly Perfect Attendance Recognition Assemblies (certificate class winners) ✓ Semester Recognition Assemblies (medal winners) ✓ Yearly Perfect Attendance Recognition Assemblies (Trophy winners) 	All Pre-K – 5 th grade students	<ul style="list-style-type: none"> ✓ Monthly Student recognition @ Friday Morning Assemblies & Parties <ul style="list-style-type: none"> ○ 1 class / gr. Lv. with the highest % for Perfect Attendance will receive a movie day and treat ✓ Bi-yearly recognition for perfect attendance @ Awards Ceremony ✓ Yearly recognition for students with 100% perfect during the end of 	<ul style="list-style-type: none"> ✓ 95% - 96% of students are receiving monthly. Biyearly, and yearly Attendance Recognition Awards ✓ Documented monthly themes

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Pasadena Unified School District Child Welfare, Attendance & Safety

<ul style="list-style-type: none"> ✓ <i>Monthly Perfect Attendance Recognition Parties , raffles, or competitions' during Grade Level lunch recess</i> 		<i>the year Awards Ceremony</i> <ul style="list-style-type: none"> ✓ <i>Development of Monthly Attendance Themes and activities</i> 	
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GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> ✓ <i>Trimester Attendance notifications informing students of the attendance band they are currently in.</i> ✓ <i>Send a copy of the notification to the parent.</i> ✓ <i>Students who receive perfect attendance certificates receive tickets toward our 8 week Raffle drawing</i> ✓ 	<i>All Pre-K – 5th grade students</i>	<ul style="list-style-type: none"> ✓ <i>Trimester notifications sent to families and students</i> ✓ ✓ <i>Issue notifications and submission of raffle contestants every 5-week period</i> 	<ul style="list-style-type: none"> ✓ <i>Increase overall ADA percentage by 2%, which will be assessed at year's end.</i> ✓ <i>It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by TAA.</i>



Pasadena Unified School District Child Welfare, Attendance & Safety

Through monthly monitoring and school wide incentives, WESM will improve its attendance rate from 96 % average to 97% average as evident through monthly attendance monitoring reports

The plan was developed to address (1) students who are routinely late for class and (2) prevalence of chronic illness among students. As illustrated, the plan provides an example of targeted interventions that research suggests effectively improve student attendance. More importantly, the plan demonstrates how a school can move from existing data about student attendance to a clear, concise plan that not only improves student attendance but provides documentation that can be used to refine these efforts from one year to the next.

Sample Elementary School will improve student attendance by: Reducing the number of students arriving late for class by 20%. Decreasing the number of students who miss five or more days of school during Fall Semester by 50%. Decreasing the number of students who miss 10 or more days during the school year by 50%. Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Rewarding students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester. Analysis of School Attendance D

Attendance Monitoring Team The principal, her secretary, the counselor, and three grade level teachers form the school's Attendance Monitoring Team (AMT). The team meets monthly to review student attendance and serves as the primary point of contact for students who miss school. The team contacts parents when their students begin missing school, meets with parents to discuss student attendance, and conducts interviews/home visits to identify barriers to regular school attendance, and serves as a resource for other teachers and staff who are dealing with students who fail to attend class regularly. Analysis The analysis section should describe what information was collected and an overall interpretation of the school's attendance patterns. In particular, the analysis should identify the students who arriving late to class, the students who are chronically absent, and possible explanations for their attendance behaviors. The purpose of citing this information is to ensure that prevention and intervention activities are "data-driven." The Attendance Monitoring Team downloaded attendance data from the school corporation's student information system on a monthly basis. The data includes the student's name, the number of days they have been absent or late to class, and the reason that the student was late or absent. In addition, for any student who missed five or more days of school, the Team collects additional data through interviews with the student and their parents. The school's attendance data indicate that students are arriving late to class. In the first month of school, 37 students arrived late three or more times while 58 students arrived late at least once. First and second graders appear to arrive late to school most frequently. Fourteen first grade students and seven second graders arrived late three or more times during the first month of school. The Attendance Team found that students who arrived late to class during the first 30 days often missed entire school days. Among students who were late in the first month of school, the Team found that half of these students



Pasadena Unified School District Child Welfare, Attendance & Safety

ended up missing three or more days of school by the end of the semester. The Team also found that 35 students missed three or more days of school during the fall semester while 40 students missed three or more days of school during the spring semester. In fall semester, three students missed ten or more days of school. In spring semester, five students missed ten or more days of school. According to the attendance data, the most common reason for a child missing school was because they were home sick.

Prevention Activities Sample Elementary School will provide parents and families with information about the importance of attendance as one of the primary prevention strategies. Moreover, the school will also introduce school-wide incentives to encourage students to strive for good or perfect attendance as well as „Healthy Hands Program“ that will emphasize the importance of Open-house presentation to parents and families o The assistant principal will provide a presentation to parents attending the school’s fall and spring open house. The presentation will summarize the risk factors associated with chronic absenteeism, note the resources available at the school to improve student attendance, and describe the risks associated with attendance. Fall and spring newsletter o The contents of the presentation given to parents during the open house will be presented in a, “Did you know?” article in the school newsletter. The newsletter will be mailed to parents at the end of the first month of each semester. School-wide incentive program o With support from a nearby fast food business, students who have perfect attendance at the end of each semester will receive a \$10 meal voucher. Students who have good attendance (missed fewer than two days of school) will receive a \$5 meal voucher. The principal will present the vouchers in-person in each classroom. Rise and Shine! o To increase the number of students who arrive late to class, the school will develop a program called “Rise and Shine” that will encourage students to be in-class on-time. Students who arrive on-time each day will be entered in a drawing for one of two Apple iPods. The drawing will take place at the end of the Fall and Spring semester.

The final section describes the steps that the school will take to evaluate the effect of their absenteeism and truancy initiatives. This evaluation need not be sophisticated. It should, however, provide evidence that clearly supports that the efforts are working and are having a positive impact on schools. To evaluate the absenteeism and truancy reduction efforts at Sample Elementary School, the principal and her secretary will gather the following information. Total number of days absent for each student enrolled through the school year Number of parental notifications sent Number of parental meetings held to discuss student attendance Number of phone calls made to inform parents about their son or daughter’s attendance



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Washington Elementary STEM Magnet

Address: 1520 N. Raymond Avenue

Phone: (626) 396-5840

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

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Washington Elementary STEM Magnet's Site Council

Karrone Meeks

Debbie Afsharian

Violet SantaCruz

Mel Renteria

Laura MacDonald

School Site Council Members:

Parents:

Maria Chavez-Gonzalez

Araceli Cervantes

Myisha Myles

Guilermína Gonzalez

Tatsuo-Kaori Hagiwara



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

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PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Board of Education

Date – 2017-18

Board of Education

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PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Mission Statement

Mission

Mission Statement

Washington Elementary STEM Magnet is committed to preparing our students for future educational success by providing programs and specialized instruction specifically designed to facilitate the development of their skills in the areas of Critical thinking, Communication, Collaboration, and Creativity.

VISION & PURPOSE

Washington Elementary STEM Magnet will be a national leader in STEM education, preparing students to meet the challenges of 21st century citizenship. We will provide a safe collaborative environment built on the pillars of respect trust and academic excellence in a positive and caring atmosphere.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Vision Statement

Washington Elementary STEM Magnet's Safe School Vision

1. Washington Elementary STEM Magnet will provide a safe, orderly, and secure environment conducive to learning.
2. Washington Elementary STEM Magnet will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Washington Elementary STEM Magnet will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Washington Elementary STEM Magnet will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Washington Elementary STEM Magnet will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Washington Elementary STEM Magnet will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Washington Elementary STEM Magnet will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Introduction - School Profile

Washington Elementary STEM Magnet is one of thirty schools in the Pasadena Unified School District. Washington Elementary STEM Magnet has an 517 pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Washington Elementary STEM Magnet faces challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Crime Status and Reporting

- Washington STEM shall complete individual School Crime Incident Reports as required.
- The Administration will also insure that California Safe School Assessment reporting forms are completed as required.
- Crime data will guide the school in the development of strategies and programs that will maintain a high level of school safety.
- Maintenance of copies of School Crime Incident Reports and C.S.S.A reports on school site.
- In-Service on School Crime Incident Report by P.P.D and Office of Child Welfare and Attendance on C.S.S.A reporting to City Police PUSD District crime statistics,

Personal Characteristics of Pupil & Staff

Washington is staffed by
23 classroom teachers
4 Resource Teachers
517 students
48 Pre-K students
1 Campus Security
1 50% Behavior Assistant
1 50% Librarian
1 75% Community Liaison
1 Office Manager
1 Attendance Clerk

Additional Data

Washington Elementary STEM Magnet has an enrollment of 26 pupils in foster Youth. Approximately 19% % of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 86.5%, % Hispanic, 9.59%, % Black, 1.17% % Caucasian and 2.74% Other. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as Student support for emotional and behavior concerns with our Clinical Social Worker
ART sessions for 5th grade girls and boys with our Clinical Social Worker
Individual counseling with our Clinical Social Worker
Support to prevent suspensions with our Behavior Aide and Clinical Social Worker
As needed support for students with a BPS with our RSP and district Psychologist



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

On site mental health provider: Five Acres

Daily Instruction of the CORE curriculum

My Master Piece Math & Art

STEM integration focus

Weekly hands on experiences in our STEM Lab

Weekly instruction through technology in our STEM Computer Lab

Science

3rd Graders learning how to use Violins

4th & 5th Grade Instrumental Music

After School Clubs

Book Clubs during lunch recess

Organized Sports during lunch recess 2nd - 5th grade

Anti- Bullying

Character Counts

Pupils have the opportunity to participate in noon and after-school activities. These include

- Pasadena LEARNs
- Robotic Club
- Math Club
- Math Dojo Club
- Book Club
- Coding Club
- 3D Printing Club
- Innovative Exploration Club
- Basketball Competitions
- Soccer Competitions
- Flag Football Competitions
- Creative Dance
- Abacus Club
- Science Club

Staff provides opportunities and additional activities open to pupils in the areas of

Dance

Music

Art

Lunch Sports competitions

Student Council

Performing Arts



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Physical Environment

The Schools' Location and Physical Environment

Washington Elementary STEM Magnet is located in the Pasadena, CA 91103 area of Los Angeles County that has a low crime rate and high poverty level.

The immediate area round the school includes

- Many apartment complexes
- Many single family homes that are converted into multi-family dwellings

Present safety hazards include

High Drug Trafficking
Increasing Crime Area
School Construction
Gang Activity

Description of School Ground

The following is a sample - please describe in your own words. The school site encompasses a large area that extends from Grandview Avenue to Penn Avenue. The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a lined track. Washington Elementary STEM Magnet is completely enclosed by a fence with gates which are kept locked during school hours.

There are several wings an/or clusters of classrooms including 32 classrooms 6 re-locatable classrooms.

Other ancillary structures include

- 1 Cafeteria which hold approximately 298 people
- 2 Computer Labs
- 1 Science Lab
- 1 STEM Lab
- 1 ConferenceRoom
- 1 Library
- 1 Main Office
- 1 Attendance Office
- 1 Nurse's Office
- 1 Faculty Lounge
- 1 Parent Room
- 1 Community / Parent Education Room
- 1 Intervention Room
- 1 Staff / Community Professional Development Room

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Washington Elementary STEM Magnet to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted during the Measure Y renovated during the 2000 school year. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Washington Elementary STEM Magnet has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and anti-bullying awareness. All grade levels receive quarterly lessons and awareness about anti-bullying..

Washington Elementary STEM Magnet crime statistics reflect a total of 0 crimes reported during the 201X-1X school year.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal

We will continue to utilize our Security Cameras and communication with Pasadena Police Department to monitor our school campus..

Washington Elementary STEM Magnet maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request Sexual harassment policy. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees, not assigned to Washington Elementary STEM Magnet shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for Washington Elementary STEM Magnet are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Washington Elementary STEM Magnet.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment.



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Washington Elementary STEM Magnet employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include:
camera monitoring, PPD

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Climate

The School's Social Environment

Leadership at Washington Elementary STEM Magnet is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Washington Elementary STEM Magnet toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency : ONLINE

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Response Plan - **ERP Plan**, is listed at the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Washington Elementary STEM Magnet teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

- Team Teaching in grades 2nd - 5th

- Small group instruction in reading and mathematics

- Academic Discourse in Core subjects

- Kagan Structures

- Think / Pair / Share

- RTI Strategies (Greet and Meet, 5 to 1 Positives, Rainbow Behavior Charts)

The teachers at Washington Elementary STEM Magnet are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Washington Elementary STEM Magnet. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

Cultural diversity is celebrated throughout the year by Hispanic Heritage Celebrations, Cinco de Mayo, and African-American Celebrations.



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CHILD WELFARE, ATTENDANCE & SAFETY

Action Plan

Physical Environment

Goal: Create a physical environment that communicates respect for learning and for individuals. To create a "safe and orderly environment"

I. Areas of Pride and Desired Improvements

a. Pride

1. Washington School is proud of the active role we take in our students' lives. By striving to encourage our students to set high goals for themselves academically and socially, we inspire our students to take a positive and productive role in our community. We offer a variety of programs and opportunities for our students to grow. Some of the programs are Peer Mediation, Five Acres, Washington Crew, and Character Education, Behavior RTI, and the utilization of our Healthy Families.
- 2.
3. A. Washington consistently reevaluates practices to ensure that we are providing a safe place for students, staff and parents.
- 4.
5. B. Washington STEM takes pride in providing a positive environment that the community can be proud of. Due to the location of the school, it is important that all efforts are exhausted to Secure the perimeter of the school.
- 6.
- 7.
8. C. Washington Elementary is committed to creating a caring and connected school climate wherein students feel safe. Our objective is to improve student, staff, parent, and inter-group relations.
- 9.
- 10.

b. Areas of Desired Improvement

1. The goal for Washington Elementary is that all students, staff, and parents feel safe and secure while at school and when traveling to and from school related activities
2. We are aware that we need continuous reflection and evaluations of our behavior and discipline plan to reflect the most effective RTI strategies
3. We will continue to develop and implement a "Keep Our Campus Clean" Campaign

II. Desired Change #1:

III. 1. All students and staff members are provided a safe teaching and learning environment

IV. 2. That all students, staff, and parents feel that Washington is an orderly and purposeful place where students are free to learn without threat of physical and psychological harm".

V.

a. Related Strategies and Activities

1. A. Update site evacuation plans
2. B. Improve monthly disaster drill practice by including drill types other than fire and earthquake (i.e. lockdowns, disaster drills)
3. C. Establish EOC Commander for School Site
4. D. A defensible space plan is in place, allowing one entry/exit for visitors and will be monitored in the AM or beginning of school and throughout the day hours.
5. E. All gates, doors and barriers shall be maintained in good working condition, with locks in good working condition.



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6. F. All signage will be posted clearly for visitors and will direct person to the office for conducting business.

7.

8.

9.

b. Resources Required

1. A. New site diagrams from school new drawings (playground, buildings and fencing).
2. B. Short duration drill scenarios.
3. C. Personnel
4. D. Full Time On site Clinical Social Worker to support ongoing student emotional needs
5. E. Playground support staff available to engage students in activities and minimize non productive behaviors

6.

7. A. Site Based Security, Campus Aides, and Custodial Staff.

8. B. Custodial Staff and School Security.

9. C. Site Administration, School Security and Custodial Staff.

10.

c. Personnel Assignments

1. Site Administrator, Custodial Staff and School Security.

2. Noon Aides during Recess and Lunch

3.

d. Timeframe for completion

1. A. On-going

2. B. Beginning of School year we need to update EOC Commander.

3.

4.

e. Budget

1. A. District Cost for Administrator, Security, and Custodians

2. A. School and District Cost for Noon Aides

f. Evaluation criteria

1. A. New site evacuations posted in the room.

2. B. District SEM log of monthly site drills.

3. C. Emergency evacuation assignment/plan established and located in disaster bin and office.

4.

5.

VI. Desired Change #2: : Create a physical environment that communicates respect for learning and for individuals.

Part 2 of the "safe and orderly environment"

a. Related Strategies and Activities

1. A. To improve attendance... students will be referred to the district School Attendance Review Board.

2. B. Students who are behaviorally at risk will receive additional support through our RTI strategies



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3. C. The school shall access all available district resources in support of children at risk, such as: Child Welfare and Attendance Office
 4. D. Provide students with an opportunity for counseling on school site.
 5. E. Provide peer mediation program on site
 6. F. Provide group counseling for parents and students on/off school site.
 7. G. Provide students with outside activities during and after school.
 8. H. Provide students with ethnic and cultural events.
 9. I. Provide students the opportunity to pursue academic interests.
 10. J. Reduce absences and tardies.
 11. K. Provide Staff Development Activities for Teachers.
 - 12.
 - 13.
- b. Resources Required
1. A. Bi-Weekly Conflict Resolution classes facilitated by trained impact teacher, weekly meeting with support mental health providers.
 2. B. Parent Education Workshops through Five Acres, Pacific Clinic and/or other community family health providers.
 3. C. After school Athletic programs, tutoring and, Pasadena Learns.
 4. D. Multi-Cultural festivals, Cinco de Mayo, Black History Celebration.
 5. E. Math Field Day and Student Council.
 6. F. Monthly Perfect Attendance Assemblies, hold students accountable for missed time due to tardies by making up the minutes through detention.
 7. G. Monthly Staff development, Banking Time, Grade level mtg. and observations.
 - 8.
 - 9.
- c. Personnel Assignments
1. A. Office of Child Welfare and Attendance
 2. B. Existing District Resources.
 3. C. Peer Mediators, Five Acres, Behavior Assist...
 4. D. Pasadena Parks and Recreation, Pasadena Learns and After School Tutoring.
 5. E. Festival location, supplies, posters and Black History Bee.
 6. F. Staff, PTA, Administrative Team Support and Aeries.
 7. G. Meeting time, funds for Staff Development.
 8. H. Full time Clinical Social Worker on campus
 9. I. 6 hour Behavior Aide to support classrooms
 10. J. Additional personnel to provide in classroom support for disruptive students
 - 11.
- d. Timeframe for completion
1. On-going
 2. On-going with Quarterly Assemblies.
 - 3.
 - 4.
- e. Budget
1. A. District Cost for Administrator, Security
 2. B. District Cost for Security Camera Camera



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3. C. District /Grant Cost for full time Clinical Social Worker
 4. D. District / School cost for Behavior Aide
 5. A. School Cost for additional part time cost for Behavior Aides to provide intervention to keep students in class and minimize classroom disruptions
 6. B. School Cost for Conflict Resolution Materials
 7. C. School Cost for student incentives
 8. D. School Cost for After School Activities
- f. Evaluation criteria
1. A. Reduced Parent calls and letters.
 2. B. Reduced Suspension and Behavior Contracts
 3. C. More Students enrolled in Learns and After School Clubs
 4. D. Cultural Fair, Black History, Cinco de Mayo, Recognition and Celebrations scheduled yearly.
 5. E. Various after school and school day activities conducted and offered all year.
 6. F. Meeting district attendance goals, Data reflects a reduction in absences and tardies.
 7. G. Staff Development Day agendas.
 - 8.
 - 9.



PASADENA UNIFIED SCHOOL DISTRICT

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Action Plan School Climate

Goal: To provide a safe and orderly school that provides a purposeful place where students and staff are free to learn and teach without threat of physical and psychological harm”

I. Areas of Pride and Desired Improvements

a) Pride

10. Washington School is proud of the active role we take in our students' lives. By striving to encourage our students to set high goals for themselves academically and socially, we inspire our students to take a positive and productive role in our community. In the past we have a variety of programs and opportunities for our students to grow; however, with recent budget cuts and sunsets of grants many programs have been reduced...such as a Clinical Social Worker, Peer Mediation, ART classes, Washington Crew, and Character Education.
11. Unfortunately, the only mental health support for WESM students this year are: Five Acres, PUSD mental health

b) Areas of Desired Improvement

12. A full time Guidance Counselor, more mental health Classroom support to minimize classroom disruptions so that instruction isn't impacted
13. A stronger presence from our Mental Health providers (5 Acres) to support students in class

II. Desired Change #1:

- A. Washington STEM shall complete individual School Crime Incident Reports as required. The Administration will also insure that California Safe School Assessment reporting forms are completed as required. Crime data will guide the school in the development of strategies and programs that will maintain a high level of school safety.
- B. The Staff at Washington STEM shall report all suspected child abuse as mandated by Section 11166 of California Penal Code and district Administrative Regulations.
- C. Washington STEM shall implement district policies on suspension and expulsion as they apply to California Ed. Code 48900 guidelines.
- D. Washington STEM school rules shall be established, modified, and implemented in accordance with approved district policy.
- E. Washington STEM school rules shall be communicated to students, parents and staff, and shall be posted
- F. Teachers at Washington STEM shall be notified of students who have engaged in acts leading to suspension or expulsion pursuant to Calif. Ed. Code 49079.
- G. Washington STEM shall implement P.U.S.D policies pertaining to “Sexual Harassment” pursuant to Title VII of Federal Civil Rights Act of 1964, Title IX of the Ed. Amendments of 1972 and Calif. Ed Code 480900.2
- H. Washington STEM shall implement district dress code for students, pursuant to California Ed. Code 35183, and implement a school wide uniform policy adopted by P.U.S.D board of Education Spring of 2000.
- I. Staff will make various attempts to remediate students that are disruptive to the education and well being of others. If the behavior continues, students will be referred to our In house RTI team to develop behavior plans
- J. Communication to security and key personnel shall be through radio. Staff shall be notified of emergency situations through a bell system in which all staff members will be trained.
- K. Update school site disaster plan.
- L. Update child emergency cards Bi-Annually.
- M. Establish Emergency Evacuation Assignments and Procedures.
- N. Purchase additional emergency radio frequencies.
- O. Increase personnel to support in class behaviors and minimize students being sent out of the classroom



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- c) Related Strategies and Activities
 - 14. A. In-Service on School Crime Incident Report by P.U.S.D police and Office of Student Support Services on C.S.S.A reporting
 - 15. B. Administration will review mandated child abuse reporting procedures with school staff at the start of new school year and during staff meeting.
 - 16. C. Continued update of California Ed. Code 48900 and 48915 by Office of Student Support Services and Review with staff at the beginning of the school year.
 - 17. D. Administration and School Site Council, yearly review of school rules.
 - 18. E. Disseminate and review school rules at School Site Council, PTA, and Student Assemblies.
 - 19. F. Development of notification process that is set in motion as soon as student is suspended or school administration is notified of expulsion.
 - 20. G. All employees/students will be notified and provided orientation on sexual harassment on a yearly basis.
 - 21. H. Development of Dress Code by School Site Council pursuant to Ed. Code 35183 and Board policy as well as orientation of students, staff and parents.
 - 22. I. Follow district guidelines for placement into alternative education.
 - 23. J. Training seminars and PUSD Police random calls to sites.
 - 24. K. Make changes as needed.
 - 25. L. Send home new cards in September and February
 - 26. M. Training for positions of duty.
 - 27. N. Training on radio use and codes for related emergency incidents.
 - 28.
 - 29.
- d) Resources Required
 - 30. A. School Police PUSD District crime statistics, Office of Student Support Services C.S.S.A. Procedural Manual, and District C.S.S.A. data.
 - 31. B. Office of Student Support Services, District Administrative Regulation AR5141 and Child Abuse Interview Protocol Memorandum.
 - 32. C. Board Policy 5144.1 Suspension and Expulsion due process, Administrative Regulations 5144.1 Memo #146 and Student Expulsion Guidelines.
 - 33. D. Annually revised district Handbook for Appropriate and Expected School Behavior.
 - 34. E. Office of Child Welfare and Attendance informs administration the name of student being expelled. Student Support Services sends list of all expelled students to all the principals at the beginning of the semester.
 - 35. F. Office of Human Resources, Sexual Harassment Board Policy 5145.7 and Administrative Regulation 5145.7.
 - 36. G. California Ed. Code 35183 and Board Policy 5132.
 - 37. H. SBRD, Office of Student Support Services, Director of Alternative Ed. SST team recommendation.
 - 38. I. Training seminars.
 - 39. J. Add emergency cards.
 - 40. K. Safety Team.
 - 41. L. Radios
 - 42.
 - 43.
 - 44.
- e) Personnel Assignments
 - 45. A. Administrative team (Principal, Counselor, Resource Staff, Office Manager, Security, and Learns.
 - 46. B. All Staff members at Washington STEM are mandated to report suspected child abuse.
 - 47. C. Administrative Team
 - 48. D. Discipline Committee
 - 49. E. School Site Council.



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50.

51.

f) Timeframe for completion

52. A. Daily

53. B. On-going

54. C. August at the start of school year (Child Abuse reporting procedures and bullying reviewed at staff meeting.

55. D. Spring Semester

56. E. At the start of each new semester and new student enroll.

57. F. Beginning of School Year.

58.

59.

g) Budget

60. District paid personnel (Principal, Office Manager, Security, Classroom Teachers, Behavior Aide)

61.

62. School Paid personnel (Behavior Assist. Resource Staff, Clinical Social Worker)

h) Evaluation criteria

63. A. Maintenance of copies of School Crime Incident Reports and C.S.S.A reports on school site.

64. B. Maintenance of copies of child abuse reports on school site (in the main office with office manager).

65. C. Review of district Student Suspension Report Review of LSS (List Student Suspension) field on district data base Review district Expulsion Report.

66. D. Annually revise school rules

67. E. Review of rules posted in classrooms Parent/Student Handbook Evidence of assemblies reviewing school rules.

68. F. Communication process established in writing at school site (i.e. memos suspension forms).

69. G. Evidence of dissemination of sexual harassment awareness information and grievance procedure

70. H. Evidence of Dress Code Policy in Student Handbook. Evidence of Student and Parent Orientation on Dress Code for new parents. Assembly Bulletin, SSC, PTA...

71. I. Review of Placement Records and CUMS which include SBRD documentation.

72. J. Functional 2 way radio system being used on a consistent basis.

73. K. An updated plan on file at District main office and disaster bin

74. L. Update records on file.

75. M. Have a completed Emergency Evacuation Assignment and Procedure in main office and disaster bin.

76. N. Key personnel use 2 way radios & add to the disaster bin.

77.

78.

III. Desired Change #2:

i) Related Strategies and Activities

79.

80.

j) Resources Required

81.

82.



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- k) Personnel Assignments
 - 83.
 - 84.
- l) Timeframe for completion
 - 85.
 - 86.
- m) Budget
 - 87.
 - 88.
- n) Evaluation criteria
 - 89.
 - 90.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Safety Strategies

Samples

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Washington Elementary STEM Magnet promotes educationally and psychologically healthy environments for all children and youth. Washington Elementary STEM Magnet recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Washington Elementary STEM Magnet further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Washington Elementary STEM Magnet's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School Safety Strategy #1: Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Washington Elementary STEM Magnet have received training in conflict resolution and confrontation skills. Washington Elementary STEM Magnet uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs Assigned to Washington Elementary STEM Magnet is a school psychologist Pamela Villaran. District programs contributing to mental health goals include Behavior RTI training for teachers, 5 Acres classes for parents, ART classes for 4th and 5th grade students, Conflict Mediation, and Peer Mediation, . The staff of Washington Elementary STEM Magnet shall identify students in need and bring forth the student and the family to the school's student study team. The staff of Washington Elementary STEM Magnet shall implement the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development The Pasadena Unified School District provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs. Washington Elementary STEM Magnet offers several recognition and award programs such as

Awards Assemblies
Student of the Month



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Teacher Awards
Academic Awards
The Crew

School Safety Strategy #2: Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Washington Elementary STEM Magnet uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Washington Elementary STEM Magnet has developed plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Furthermore, Washington Elementary STEM Magnet participates in the following district programs:

After school programs

Student Clubs

Conflict Resolution/Peer Mediation

Name : Character Education

Early Intervention and Counseling

School Policies

California Healthy Kids Survey



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WeTip 1-800-78CRIME **Hotline** : At Washington Elementary STEM Magnet, signs and other information pertaining to the "District's WeTip 1-800-78CRIME Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Washington Elementary STEM Magnet's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning The staff of Washington Elementary STEM Magnet shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Washington Elementary STEM Magnet benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

California Safe Schools Assessment

Washington Elementary STEM Magnet actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Washington Elementary STEM Magnet recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Teacher Notice of Disciplinary History

Office of Child Welfare and Attendance shall provide to the administration of Washington Elementary STEM Magnet information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Washington Elementary STEM Magnet. The staff at Washington Elementary STEM Magnet shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Washington Elementary STEM Magnet uses its links with the City of Pasadena to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. **(If appropriate, Washington Elementary STEM Magnet has access to the district's continuation high school,)** an Independent Study Program, a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sample County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include



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providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

Washington Elementary STEM Magnet recognizes the importance of punctuality and regular attendance. The staff of Washington Elementary STEM Magnet shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the Imperial County District Attorney's Office with a request for prosecution of the parent and/or the student. Truant students shall be referred to the Truancy Learning Center.

Megan's Law Notification The staff of Washington Elementary STEM Magnet shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

School Safety Strategy #4: Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Washington Elementary STEM Magnet:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.
- Maintains an effective Homework Policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

Washington Elementary STEM Magnet advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. In-building, collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Washington Elementary STEM Magnet utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.



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Community Linkages

When working with parents and students with specific issues, the staff at Washington Elementary STEM Magnet will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Pasadena's website www.ci.pasadena.ca.us, The staff of Washington Elementary STEM Magnet shall work closely with recognized local city, county and state agencies.

School Safety Strategy #5: Specific employees (e.g., the campus supervisor) use unique strategies to promote school safety.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Washington Elementary STEM Magnet employs a principal (vice-principal), and (campus supervisor) whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal (vice-principal), and (campus supervisor) has/have developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal (vice-principal), and (campus supervisor) at Washington Elementary STEM Magnet makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal (vice-principal), and (campus supervisor) and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

Washington Elementary STEM Magnet recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Washington Elementary STEM Magnet will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

Washington Elementary STEM Magnet is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Washington Elementary STEM Magnet uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Washington Elementary STEM Magnet has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Washington Elementary STEM Magnet has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals



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engaging in threatening conduct, including disturbing the peace.

Washington Elementary STEM Magnet's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Washington Elementary STEM Magnet shall contact the district office to determine whether to file for a temporary restraining order and injunction.

School Safety Strategy #6: At Washington Elementary STEM Magnet, effective procedures will followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Washington Elementary STEM Magnet has

- All campus visitors will enter through a single entrance and register to eliminate unauthorized ingress and to minimize interruptions.
- Administration will institute a telephone protocol to minimize classroom disruptions

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of Washington Elementary STEM Magnet, has identified the following issues:

Basement Flooding (Drainage issues in the B Building)

Please select only those areas that apply to your school

- Washington Elementary STEM Magnet operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Washington Elementary STEM Magnet has helped assure a safe learning environment by the following **(Select all that apply)**:
- Washington Elementary STEM Magnet has closed off all unused stairwells and avoids leaving areas of the school unused;
- Washington Elementary STEM Magnet has minimized blind spots around the school facility.
- Washington Elementary STEM Magnet has purchased and uses parabolic/convex mirrors by portable classrooms and in critical hall areas permitting staff to see around corners.
- Washington Elementary STEM Magnet prohibits posters in classroom windows.
- Washington Elementary STEM Magnet has installed an alarm system (and/or) a closed-circuit television monitoring system.
- Washington Elementary STEM Magnet has set a priority to keep buildings clean and maintained.
- Washington Elementary STEM Magnet has located its playground equipment where it is easily observed.
- Washington Elementary STEM Magnet has limited roof access by keeping dumpsters away from building walls.
- Washington Elementary STEM Magnet has covered drainpipes so they cannot be climbed.
- Washington Elementary STEM Magnet avoids decorative hedges and plants all new trees at least ten feet from buildings.
- Washington Elementary STEM Magnet keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Washington Elementary STEM Magnet keeps the school grounds free of gravel or loose rock surfaces.
- Washington Elementary STEM Magnet has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Washington Elementary STEM Magnet ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Washington Elementary STEM Magnet has established a procedure to have the school campus (choose one:



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fully lighted or totally dark) at night.

- Washington Elementary STEM Magnet keeps a complete list of staff members who have keys to building(s).
- Washington Elementary STEM Magnet does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Washington Elementary STEM Magnet provides maximum supervision in heavy traffic areas.
- Washington Elementary STEM Magnet has strategically located public telephones with dual-free connections to emergency services.
- Washington Elementary STEM Magnet has relocated safe activities near typical trouble spots (e.g. relocate a counselor's office next to a corridor where problems have occurred).
- Washington Elementary STEM Magnet has established two-way communication between the front office and each classroom.
- Washington Elementary STEM Magnet offers school-or-community-based activities for students after school and on the weekends.
- Washington Elementary STEM Magnet has instituted after-school academic and recreational programs for latchkey students.

School Safety Strategy #7: Each school site is being asked to write a strategy component focusing on either/both: (1) Search Institutes - "40 Developmental Assets". Search institute has identified building blocks of healthy development that help young people grow up healthy, caring, and responsible. This is a research-based program that promotes school safety through the promotion of student engagement in the 40 identified assets. Contact the DATE office for specific information. (2) Character Education Program.

Closing Statement #8:

(To be written by the school site council. Please include the signature sheet and specify a date for the consolidated safe school plan to be reviewed for the following school year by Washington Elementary STEM Magnet's Site Council).

Washington STEM is proud of the active role we take in our students' lives. By striving to encourage our students to set high goals for themselves academically and socially, we inspire our students to take a positive and productive role in our community. We have a variety of programs and opportunities for our students to grow. Some of the programs are Peer Mediation Math Clubs, Robotics, Five Acres, Washington Crew, Cheerleaders, and Character Education.

Supporting statement:

Washington STEM is committed to creating a caring and connected school climate wherein students feel safe. Our objective is to improve student, staff, parent, and inter-group relations.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena Unified School District

Board Policy

[Enter appropriate Board Policy]

Students

Child Abuse Reporting Procedures

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

(cf. 4131 - Staff Development)

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

Education Code

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents



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Penal Code

152.3 Duty to report murder, rape or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare And Institutions Code

15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students
Management Resources:

Cde Legal Advisories

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

Web Sites

CDE: <http://www.cde.ca.gov>
School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>
California Attorney General: <http://caag.state.ca.us>
California Department of Social Services: <http://www.dss.cahwnet.gov>
Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>
Policy Pasadena Unified School District
Policy Adopted: BP 1312.3 City: Pasadena, California
Revised: February 28, 2013



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Suspected Child Abuse Reporting Procedures

I. Initiating the Report

- A. The report is initiated by a telephone report to the appropriate agency.
- B. If the suspected child abuse has taken place within the family, call the Enter appropriate Agency Hotline at [Enter Phone Number]
- C. If the suspected child abuse has taken place outside the family, call the local police department at:

Police Department: Pasadena Police Department
Phone: 626-744-4241
- D. Content of call.
 - 1) Name, address and age of child involved.
 - 2) Clear description of suspected abuse.

II. Written Report

- A. The telephone call is to be followed by completion of the Suspected Child Abuse Report (form 11166.P.C.). These forms are available in the Principal's office at the high school or you may call the [Enter School Contact or Local Agency] at [Enter Phone Number] for a form.
- B. The written report is to be addressed to the person to whom the telephone report was made.
- C. The written report must follow the phone call within 36 hours.
 - 1. Suspected child abuse within the family, {Enter Appropriate Agency} {Enter Address}, California [Enter Zip Code]
 - 2. Suspected child abuse outside the family should be mailed to the agency to which the report was called -

Adopted: April 25, 2017
Police Department: 626-744-4241
Address:

The reporting party should keep the yellow copy of the Suspected Child Abuse Report form (SS8572) or verification of completion of the reporting obligation.

Caution:

- 1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
- 2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office.
- 3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Suspension And Expulsion Policies

Pasadena Unified School District

Board Policy

[Enter appropriate Board Policy e.g. BP 5141.4]

Students

Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co curricular Activities)

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5)

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in regulation and law. (Education Codes 48911, 48915 and 48915.5)

(cf. 5119 - Students Expelled from other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Disabilities)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school frequently have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.



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The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes that current law enables parents/ guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance should promote positive parent-child interactions.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of the law.

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Legal Reference:

Education Code

212.5 Sexual harassment

233 Hate violence reductions



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1981 Enrollment of students
17292.5 Program for expelled students
32050 Hazing
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

Civil Code

47 Privileged communication

Code Of Civil Procedure

1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act (re closed sessions)

Health And Safety Code

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

Labor Code

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

Penal Code

240 Assault defined
242 Battery defined
243.4 Sexual battery
245 Assault with deadly weapon
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.25-417.27 Laser scope
422.6 Interference with civil rights; damaging property
422.7 Aggravating factors for punishment
422.75 Protected classes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

Court Decisions

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Attorney General Opinions



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80 Ops.Cal.Atty.Gen. 347 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)
UNITED STATES CODE, TITLE 20
7151 Gun free schools

Management Resources:

Cde Program Advisories

0306.96 *Expulsion Policies and Educational Placements, SPB 95/96-04*

Policy Pasadena Unified School District

Adopted: City: Pasadena, California



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Suspension And Expulsion/Due Process

Pasadena Unified School District

Administrative Regulation

Number: BP 5144.1

Adopted:

Students

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

Notice Of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Grounds For Suspension And Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aide or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))



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14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

17. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Pursuant to Education Code 48900.2 the conduct constitutes harassment when considered from the perspective of a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

(cf. 5145.7 - Sexual Harassment)

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

(cf. 5145.9 - Hate-Motivated Behavior)

Education Code 233 defines "hate violence" as any act punishable under Penal Code 422.6, 442.7 or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

The Superintendent or principal may use his/her discretion to provide alternative to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))



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Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

Removal From Class By A Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (*Education Code 48910*)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (*Education Code 48910*)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (*Education Code 48910*)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (*Education Code 48910*)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (*Education Code 48913*)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (*Education Code 48900.1*)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

Suspension By Superintendent, Principal Or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (*Education Code 48911*)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (*Education Code 48915*)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.



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2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion".
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903) Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8).

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such



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conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension By The Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912) The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Codes 35146, 48912)

On-Campus Suspension Program

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority To Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."



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The Board also may order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915 (b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation For Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in the Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

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Note: The Attorney General has determined, in 80 Ops.Cal. Atty. Gen. 347 (1997), that a district may not adopt a zero tolerance policy mandating expulsion of a student for a first offense of possession of a controlled substance or alcohol.

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

The initial recommendation for consideration of expulsion is that of the school principal or the Superintendent. Designees may not make this type of recommendation.

The recommendation for consideration of expulsion shall be submitted to the Director, Office of Student Services, who will review the material and recommend:

1. Reassignment to appropriate regular education program.
2. Refer student to Alternative Program; i.e., Community School, Independent Study, Continuation or Opportunity School, or other district programs.
3. Refer the matter to the Discipline Review Panel for further consideration.

When a case is referred to the discipline Review Panel, the panel shall question school personnel who have information on the incident and the behavior record of the student charged and weigh the evidence presented.

The panel shall, in the case of an expulsion consideration, weigh information presented to determine:

- a. Is the evidence sufficient to support consideration by the expulsion panel?
- b. Has the district, through the schools involved, considered or utilized alternatives to expulsion when possible?
- c. Have due process procedures been adhered to?



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The recommendation shall be either to proceed with the expulsion or to utilize an existing practical alternative in lieu of expulsion.

If the district (school) has not adhered to due process requirements, the student shall be returned to school immediately.

If the Discipline Review Panel meets to consider a matter other than an expulsion, it shall provide its best judgment as to an effective alternative program or plan to action.

The recommendation of the Discipline Review Panel shall be forwarded to the Director, Office of Student Services, who shall then review the facts, concur, veto or modify the recommendation.

1. That an expulsion panel be convened.

At the time a recommendation for expulsion is submitted, a hearing shall be scheduled by the Superintendent or designee to determine whether the suspension shall be extended. If the decision is to extend the suspension, the period of time shall be until the Board has rendered a decision or until the expulsion process is otherwise terminated.

The extension of suspension shall be based upon determination by the Superintendent or designee that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. This extension shall be imposed only after the student and the parent/guardian have been given the opportunity to be present at a hearing conducted by the Superintendent or designee. At this time, the student and parent/guardian shall be given the opportunity to be heard and present any information that might bear upon the decision.

Materials which support the decision of the person recommending the expulsion shall be prepared and submitted to the Office of Student Services. The departments of Attendance, Guidance, Special Education and/or Health may be requested to assist in the preparation of this material.

Student's Right To Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918 (a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held no later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Waiver Of Hearing (Default Proceedings)

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principals letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900,



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48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing Panel.

When the parent/guardian agrees to waive the Administrative Hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board.

The signed affidavit and findings of fact will be submitted to the Board for their approval. The Board has the discretionary power to accept, reject, or modify all recommendations.

Rights Of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to all the following: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing (Education Code 48918(b))

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918 (b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c).

(cf. 5119 - Students Expelled from other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person and/or be represented by legal counsel or by a non-attorney advisor.
Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.



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8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct Of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public, unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student, shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20, formerly 11525. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.



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5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand.
6. Decision Within 10 Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer Or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See "Reinstatement.") The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting



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with district staff, including the student's teachers, and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Decision Not to Enforce Expulsion Order" below.)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

The Discipline Review Panel

The Discipline Review Panel will consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of secondary student.

1. The Discipline Review Panel shall hear the following types of disciplinary cases:
 - a. Requests for expulsion from site principals or the Superintendent.
 - b. School site administrative requests for assistance (non-expulsion situations).
2. Each discipline review panel shall consist of three certificated persons plus a chairperson and shall consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of a secondary student. A panelist may not serve on any panel involving a student who is currently attending the school in which he/she is assigned. A representative from Student Services shall be a nonvoting member of each panel.

A chairperson and assistant chairperson, to serve when the chairperson is unable to serve, shall be appointed by the Superintendent or designee and shall serve at his/her pleasure. Neither shall be a member of the Student Services staff. A pool of panelists shall be established which shall be composed of personnel who have served or are currently serving as members of administrative expulsion panels. The committee chairman shall select members to serve on individual panels.

The meetings of the discipline review panel are open to school district personnel only.

The duties of the Discipline Review Panel are as follows:

1. The chairperson shall call a meeting of the panel as soon as possible, but no later than 10 school days after the receipt of notice of a pending case.
2. A recommendation must be forwarded to the Director, Office of Student Services, within three days of the review hearing.
3. In the event a member of the committee cannot be present at a meeting, the Director, Office of Student Services, will appoint an alternate from the pool to attend.

Final Action By The Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester



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following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the students rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900 (a)-(o), Education Code 48900.2-48900.4, Education Code 48915 (c) and (Education Code 48900.8).
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Governing Board. (Education Code 48918)
4. Notice of the alternative educational placements to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918).

Decision Not To Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with County Board of Education.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918 (j))



PASADENA UNIFIED SCHOOL DISTRICT

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Right To Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #17 through #19 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)



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Maintenance Of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

Notifications To Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The grounds for each recommended expulsion.
3. Whether the student was subsequently expelled.
4. Whether the expulsion order was suspended.
5. The type of referral made after the expulsion.
6. The disposition of the student after the end of the expulsion period.

Regulation Pasadena Unified School District

Approved: City: Pasadena, California



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Procedures For Notifying Teachers About Dangerous Pupils

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a) Causing, attempting, or threatening physical injury to another;
- b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d) Committing or attempting to commit robbery or extortion;
- e) Damaging or attempting to damage school property;
- f) Stealing or attempting to steal school or private property;
- g) Committing an obscene act or engaging in habitual profanity or vulgarity;
- h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
- i) Knowingly receiving stolen school or private property.

Such information is confidential and shall not be further disseminated. Ed Code 49079.

District Policy AR 4158

Adopted

Pasadena Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

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Sexual Harassment Policy

Pasadena Unified School District

Board Policy

Policy Numbers: BP 5145.3 AR 5145.7

Personnel

Sexual Harassment

The district prohibits sexual harassment in the work place and shall act promptly, visibly and vigorously in demonstrating strong disapproval of sexual harassment in the work place. The Superintendent or designee shall develop appropriate procedures to ensure that employees have a work place free of sexual harassment and to provide a mechanism for resolution of complaints of sexual harassment.

Legal Reference:

Education Code

200 et al. Prohibition of discrimination on the basis of sex

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

TITLE VII, CIVIL RIGHTS ACT as amended by Title IX, Equal Employment Opportunity Act

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Regulation Pasadena Unified School District

Approved: 2011 City: Pasadena, California

In accordance with Board policy prohibiting sexual harassment in the work place, the purpose of this regulation is to provide a procedure to handle complaints of sexual harassment.

Sexual Harassment Defined

Pursuant to Education Code 212.5, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status, or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs, or other available activities.

Unlawful sexual harassment under the Fair Employment and Housing Act (FEHA) also includes unwelcome sexual advances of an employer toward an employee of the same sex and harassment on the basis of pregnancy disability. [Gov. Code 12940 (h) (3) (c)]

Examples Of Sexual Harassment

By way of example, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact with sexual overtones.
2. Visual conduct: leering or suggestive eye contact, making sexual gestures, posting or circulating sexually suggestive objects or pictures, cartoons, or posters.



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3. Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes bragging about sexual exploits, using terms with double meanings (one of which is sexual).
4. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
5. Physical conduct: touching, assault, impeding or blocking movements, touching oneself or another.
6. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
7. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, either implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
8. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence or affect the career, salary and/or work environment or another employee.
9. Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations or re-classifications, in exchange for sexual favors.

Complaint Process

1. Employees may report incidents of sexual harassment to any supervisor, manager, or administrator at the school site or in the department where they are working. If there is no supervisor, manager, or administrator to whom the employee is comfortable reporting the incident, the report may be made to the next higher level in the chain of command.
2. Any supervisor, manager, or administrator who has received a report, verbally or in writing, from any employee regarding sexual harassment of that employee or another employee by a student or adult in the work place must forward that report to the Cabinet level administrator within twenty-four (24) hours, or within a reasonable extension of time thereafter for good cause.
3. All complaints of sexual harassment will be investigated and promptly resolved.
4. Upon receipt of an allegation of sexual harassment, the supervisor, manager, or administrator will designate an investigator who will initiate an investigation into the complaint within 48 hours.
5. The school district will designate management employees at each work site who are trained to investigate sexual harassment complaints.
6. After completion of the investigation, the manager will render his/her findings and a recommended disposition of the complaint. In determining whether the alleged conduct constitutes sexual harassment, the manager will look at the record as a whole and the totality of the circumstances, including the nature of the alleged sexual harassment and the context in which the alleged incidents occurred.
7. If the complainant is not satisfied by the report of the manager and the recommended disposition, he/she may submit the matter to the appropriate Cabinet officer. The complainant shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition. This written appeal shall be on a form prescribed by the district and shall be signed by the complainant.
8. The Cabinet officer shall review the basis for complainant's appeal and the report and recommended disposition compiled by the manager. The Cabinet officer may make a decision based on the record presented or, if he/she determines it is necessary, collect any additional information deemed necessary. The decision of the Cabinet officer may be appealed to the Superintendent or designee and then to the Board using the same appeal process and form.

Enforcement

Each work site supervisor, manager, and administrator has full responsibility for maintaining a work environment free of sexual harassment. Work site managers shall take appropriate actions to reinforce the district's sexual harassment policy. These actions will include:

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.
3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.



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6. Employees determined to have violated district prohibition against sexual harassment shall be subject to disciplinary action up to and including termination from employment. Disciplinary actions may include, but are not limited to:
 - a. Verbal and written warnings.
 - b. Written reprimands.
 - c. Suspension with or without pay.
 - d. Transfer to another work location.
 - e. Demotion and termination.
7. A violation of policy or regulations shall constitute just and reasonable cause for discipline and shall be deemed to be a violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the government of the district by the Board under Education Code 44932.

Confidentiality

District employees involved in processing sexual harassment complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints shall not be made available to the general public.

Records

Copies of all reports of sexual harassment shall be forwarded to the chief personnel officer who is responsible for maintaining overall district records of incidents. Such records and reports shall not be made available to the general public.

Educational Outreach

As a means of preventing sexual harassment, the Superintendent shall ensure that all employees are notified of the adoption of policies and procedures to prevent sexual harassment. Each manager of a work site shall have a plan on file for providing staff in-service and procedures relative to sexual harassment education and the policies, regulations, and procedures.

Reporting To Outside Agencies

Federal Equal Employment Opportunity Commission

Employees who have been sexually harassed may have the right to file complaints with Federal regulatory agencies. Time limits for filing complaints with Federal regulatory agencies vary. The employee should check directly with this agency for specific instructions for filing a complaint:

Equal Employment Opportunity Commission

Address:

, CA

Phone:

State of California Department of Fair Employment and Housing

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages. For more information, employees should contact the [Enter Appropriate Agency] office as follows:

State of California



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Appropriate Agency:

Address:

, CA

Phone:

Retaliation Prohibited

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

Regulation Pasadena Unified School District

Approved: City: , California



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School Dress Code

In accordance with board policy and the Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302 both students and staff of the school campus have the constitutional right to be safe and secure in their schools. Students will come to school having paid proper attention to their personal cleanliness and neatness of dress

Policy

A student may not attend classes in a manner which:

1. Creates a safety hazard
2. Distracts from learning
3. Disrupts any school activity.
4. The Administration reserves the right to determine:
 - a. Clothing or accessories that the Administration feels presents a threat to the student's well being or safety
 - b. Clothing, hairstyles, or accessories which are distracting or disruptive to the learning environment

Guidelines

The following are NOT permitted on campus:

1. Dresses and shorts which are shorter than mid-thigh
2. Spaghetti straps (smaller than 2" or the width of a credit card)
3. Tank tops (white, ribbed undershirts)
4. Clothing or accessories which are sexually provocative
5. Clothing or accessories which identify a student with non-school clubs, profanity, obscenity, reference to drugs, alcohol, tobacco, gangs (excessive color) or prison culture name insignia
6. Attire with writing that degrades individuals or groups
7. Body piercing that creates a safety hazard; moderate sized earrings are acceptable
8. Platform shoes or high heels over 2.5 inches high
9. No underwear or undergarment may be seen at any time
10. Tops must completely cover the midriff area at all times
11. Pants must be properly worn around the waist
12. No torn pants or jeans
13. Shoelaces must be tied
14. Bandanas, hairnets, head bands, and dew rags (also includes beanies, baseball caps, etc)
15. Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Offenses

Dress code guideline will be honored at school events including school dances. Modesty and good taste are expected at school and all school events.

Offenses & Consequences

1st offense: The student will be given a warning; parent will be contacted by the school to bring a change of clothing before the student is admitted to class; personal responsibility is expected.

2nd offense: Parent contacted by school for change of clothing; parent conference; may result in other disciplinary actions.

3rd offense: Student is suspended; provided loaner clothing which will be returned at the end of the school day

(Note: Continued failure to comply with dress code may result in increased disciplinary actions; serious single or first time offenses may result in immediate suspension.)

Responsibilities



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Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code conducive to learning.

* These guidelines are designed to help reduce potential problems on campus and provide a positive learning environment.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District Board Policy

Students

INFECTIOUS DISEASES BP [ENTER #]

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education.

For purposes of this policy, infectious diseases shall include all those listed by the State Department of Health Services and the County Health Department.

(cf. 4119.43 - Universal Precautions)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 5141.23 - Infectious Disease Prevention)

The admission of a student with an infectious disease other than the serious illnesses addressed below shall be determined by the Superintendent or designee according to law. The Superintendent or designee shall consult with the student's parent/guardian and, as required, with the student's physician and/or the County Health Department, in accordance with law and consistent with confidentiality provisions.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6183 - Home/Hospital Instruction)

Students With Bloodborne Pathogen Infections

The Board recognizes that hepatitis B virus, hepatitis C virus, and (human immunodeficiency virus (HIV) and/or AIDS (Acquired Immune Deficiency Syndrome) infection is not casually transmitted, the sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school. Students with bloodborne pathogen infections are entitled to the rights and services accorded to other students. They may attend their regular school and classroom barring special circumstances.

The Board encourages parents/guardians to inform the Superintendent or designee if their child has an infectious disease so that any such child will have access to appropriate district programs and services, and so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. No district employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian or adult student. Such information shall be shared only with those persons specifically named in the written permission.

(cf. 5125 - Student Records)
(cf. 5022 - Student and Family Privacy Rights)

The district requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43, 4219.43, 4319.43 - Universal Precautions)
(cf. 5141.23 - Infectious Disease Prevention)



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The Board desires to be supportive of students infected with bloodborne pathogens and to help their families cope with difficulties they may face. The Board believes that schools can play an important role in educating the school community about the nature of bloodborne pathogens and alleviating fears about their transmission.

(cf. 5141.6 - *Student Health and Social Services*)

(cf. 6142.1 - *Sexual Health and HIV/AIDS Prevention Instruction*)

(cf. 6142.8 - *Comprehensive Health Education*)

Legal Reference:

Education Code

48210-48216 *Persons excluded*

49073-75 *Privacy of pupil records*

49076 *Access to records by persons without written consent or under judicial order*

49403 *Cooperation in control of communicable disease and immunization of students*

49405 *Smallpox control*

49406 *Examination for tuberculosis*

49408 *Information of use in emergencies*

49450 *Rules to ensure proper care and secrecy*

49451 *Parent's refusal to consent to medical exam*

49602 *Confidentiality of information disclosed by a parent or pupil 12 years or older to a school counselor*

California Constitution

Article 1, section 1 - *Right to Privacy*

Civil Code

56-56.37 *Confidentiality of medical information*

1798-1798.76 *Information Practices Act*

Health And Safety Code

120230 *Exclusion for communicable diseases*

120325-120380 *Immunization against communicable diseases*

120875-120895 *AIDS information*

129075-121020 *Mandated blood testing and confidentiality to protect public health*

120980 *Unauthorized disclosures*

121010 *Disclosure to certain persons without written consent*

121475-121520 *Tuberculosis tests for pupils*

California Code Of Regulations, Title 8

5193 *Bloodborne pathogen standards*

United States Code, Title 20

1232g *Family Educational and Privacy Rights Act*

1400-1427 *Education for All Handicapped Children*

United States Code, Title 29

794 *Section 504 of the Rehabilitation Act of 1973*

Court Decisions

Phipps v. Saddleback Valley Unified School District (1988), 204 Cal. App. 3d 1110

Doe v. Belleville Public School District, 672 F. Supp. 342

Thomas v. Atascadero Unified School District, 662 F. Supp. 376



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Management Resources:

Web Sites

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

NSBA, School Health Programs: <http://www.nsba.org/schoolhealth/>

Policy Adopted: 2011



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Blood Borne Pathogens – Safety Practices

Procedures And Regulations

1. General

1.1. While recognizing that both students and employees diagnosed with an infectious blood borne disease are entitled to a confidential relationship between themselves, the medical community and/or other agencies, the Board of School Trustees encourages these individuals to meet with the School Principal and/or Superintendent of Schools to discuss their disease and immediate and future needs.

1.2. Assessment

2. Students:

2.1. The Superintendent (or designate) will be informed, by the school principal as soon as is known, of any student infected with an infectious blood borne disease.

2.2. A Risk Assessment will be conducted using a team approach including the personal physician, public health personnel, the parent or guardian, and school district personnel as appropriate and will make recommendations about the type of educational and care setting based on the following:

- a. Behavior, neurological development and physical condition of the child;
- b. Type of interaction expected with others.
- c. What the potential is for exposure
- d. Areas for potential for exposure
- e. How exposure may happen
- f. Who needs to know?
- g. What will happen if there is a risk of exposure?

2.3. The team will consider the risk to others in the workplace, whether or not the individual is healthy enough to continue to attend school, and what precautions should be taken to ensure the safety and health of others.

- a. The identity of infected students will remain confidential and restricted to those who need to know or are required to be informed.

2.4. Decisions on attendance at school are dependent on the circumstances of each individual case. Regular evaluation of the appropriateness of attendance will be conducted.

2.5. The Board will be notified immediately when the team considers the health condition of a student to be a danger to the immediate health and welfare of a school, its students or employees of the Board.

- a. Upon being notified of the team's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

Employees

2.6. The Superintendent will be informed, by district staff as soon as is known, of any employee infected with an infectious blood borne disease.

2.7. Employees with an infectious blood borne disease, who are able to carry out the essential duties of their jobs in a satisfactory manner without posing a health or safety risk to themselves or others, will be entitled to continue their work.

2.8. Decisions regarding potential health or safety hazards will be made on a case-by-case basis in consultation with the employee, the personal physician and district personnel as appropriate.



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- 2.9. The identity of infected employees will remain confidential and restricted to those who need to know or are required to be informed.
- 2.10. The Board will be notified immediately if the Superintendent considers the health condition of an employee to be a danger to the immediate health and welfare of a school, its students or other employees of the Board.
 - a. Upon being notified of the Superintendent's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

3. Hygienic Safety Practices

- 3.1. All employees will follow "Universal Infection Control Precautions" by assuming that blood and other body fluids from all individuals are potentially infectious. These precautions include:
 - a. Routinely using gloves when anticipating contact with blood
 - b. Immediately washing hands and other skin surfaces after removal of gloves and/or contact with blood
- 3.2. Schools will be provided with appropriate protective equipment including disposable waterproof gloves (natural rubber latex, neoprene, nitrile, or vinyl), tongs or pliers and proper sharps containers.
- 3.3. Schools' medical room mattresses will be either vinyl-coated beds or cloth mattress with a protective vinyl (plastic) covering so that they can be cleaned as needed with a bleach solution.
- 3.4. Blankets can be cleaned as needed by forwarding them, in a clearly labeled plastic bag, to the Assistant Supervisor Operations at the Facilities Office.

4. Universal Precautions

- 4.1. Universal Precautions to prevent transmission of blood-borne disease will be followed. *Universal Precautions* is the term for infection control measures endorsed by the Canadian Centre for Occupational Health and Safety for workers who might come into contact with blood and other body fluids. In summary they include:
 - a. Wash hands for 30 seconds after contact with blood and other body fluids contaminated with blood.
 - b. Wear disposable latex gloves when you encounter blood, body fluids, or when cleaning cuts, scrapes or wounds. Wash your hands as soon as you remove your gloves. Dispose gloves in a plastic bag.
 - c. Use disposable absorbent material like paper towels to stop bleeding.
 - d. Discard bloodstained material in a sealed plastic bag and deposit in the garbage. Label as containing blood-tainted material.
 - e. Cover cuts or scratches with a bandage until healed.
 - f. Immediately protect staff and students from coming in contact with blood-soiled surfaces. The area must be disinfected with a fresh solution of one part bleach and nine-parts water (10% bleach solution).

Mops or brushes used for cleaning should be soaked in a bleach solution for 20 minutes.

(Note: The custodial department will provide each school with the product for dissolving in water to provide the bleach solution.)

5. Identification of Risks of Occupational Exposure

- 5.1. In accordance with the Occupational Health and Safety Regulations (section 6.35), the district's Health & Safety Coordinator will develop and maintain a list of positions and/or tasks and procedures where there is a potential for occupational exposure to a blood borne pathogen.
- 5.2. Employees who have, or may have, occupational exposure to the hepatitis B virus, will upon request, receive a hepatitis B vaccination (section 6.39, OH&S Regs).



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- 5.3. Employees who may have been exposed to a blood borne pathogen in an exposure incident will be advised to immediately seek medical attention



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.
- Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

Elements Of A Good Discipline Program

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and District policies.
6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
 - A. by all staff members at all times.
 - B. strictly, but not rigidly (beware of "automatics").
 - C. in substantial part by adult modeling.
 - D. using techniques that promote the growth of positive self-esteem.
 - E. as close to the source as is possible.
 - F. by keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

Principal's Statement To Edms Staff Expectations In Developing & Maintaining Discipline

As Principal of our school, I will expect;

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me. Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other village/department members.

You can expect

Each administrator to assist and support you in every reasonable way in developing, implementing, and refining that system as needed.



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I will expect

That when you refer a student for discipline:

1. The student has been made fully aware of classroom and school rules and knows what rules he/she has violated.
2. Teachers within a village will discuss any continuing behavior problems and schedule a team conference with the student and parents when appropriate.
3. That information will be provided on the referral regarding previous actions you have taken regarding this specific issue.
4. You have exhausted the interventions at your disposal (i.e., you have done everything you can do) and you have followed the guidelines established by the administration and staff on what constitutes an appropriate behavior referral.
5. The behavior was so serious or so blatant as to make immediate removal from the classroom necessary.
6. The written referral will be explicit in stating the offense(s).
7. You will send the student out of class with a referral only if his/her continued presence in the class would disrupt or prevent teaching and/or learning.
8. If necessary, the referral will be delivered to the office at a time convenient to the staff member so that the issue may be handled most efficiently, causing a minimum of lost class time.

You can expect

1. Each administrator to support your position in every reasonable way.
2. A response time on your referral of one, or at most, two days.
3. The availability of an administrator to discuss unresolved referrals after school on any given day.
4. That the administrator will exercise independent judgment regarding disposition of referrals.

I will expect

1. That each teacher will go to the doorway of his/her classroom after each class period as often as possible and assume control of student behavior in the corridor.
2. That each staff member will hold students accountable for their behavior on the school grounds at all times.

You can expect

1. Administrator support, investigation, and follow-through as indicated.
2. A response to referrals from incidents outside the classroom to be the same as to those within.

[Enter Principals Name] Principal

What To Do When Problems Appear

Both behavioral and academic problems are present in some of our students. Teachers often ask for guidelines for dealing with these problems. Here they are:

1. Talk to the administrator assigned to your grade level.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—look through students' CUM file. Any official suspensions will be in file, also look for teacher comments on report cards. Look for patterns of behavior. We use In-House Suspension whenever possible, as it is preferable to having students at home unattended—and it saves the district money. Serious infractions (fighting, threats, etc.) do result in official suspension. Unresponsive students can be moved to other schools or expelled.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—Again, look through student CUM. This will contain test scores, report cards, and a student history. You may want to ask the grade level administrator to schedule a Student Study Team (SST). This will involve a meeting with the student, parents, administrators, students' teachers, and perhaps the psychologist



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Site Policies

1. Accelerated Reading
2. Annobolic Steroids
3. Announcements
4. Assemblies
5. Associated Student Body
6. ATOD policy
7. ATOD Use by Students
8. Attendance
9. Apprehension
10. Behavior
11. Behavior-Code of Conduct
12. Bills
13. Bullying
14. Bullying Prevention
15. Buss/Transportation regulations
16. Cafeteria
17. Campus Guidelines
18. Campus Visitors
19. Change of Address
20. Cheating
21. Classroom Discipline For Staff
22. Classroom Disruption/Insubordination
23. Code of Safety and Conduct
24. Communications Home/School
25. Communications Parent/School
26. Conduct
27. Conflict Resolution
28. Construction
29. Corridors and Restrooms
30. Crime Reporting
31. Detention
32. Discipline
33. Disrespect/Defiance
34. Drill Schedule
35. Extension of class period
36. Extracurricular Eligibility Policy
37. Eye Protection Devices
38. Fighting
39. First Aid
40. Fire/Emergency Drills
41. Food/Drinks on Campus
42. Forgery
43. Gangs
44. Graduation Requirements
45. Guidance
46. Guidelines for the Playground
47. Gum Chewing
48. Harassment
49. Homework
50. Honor Role



PASADENA UNIFIED SCHOOL DISTRICT

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51. Intervention
52. Insurance, School
53. Laboratory Safety
54. Language
55. Library
56. Lockers
57. Medication
58. Non-Punitive Self Referral
59. Open/Closed Campus
60. Overaffection
61. Parking and Traffic
62. Playground Equipment
63. Programs and Services
64. Prohibited Activities
65. Public Displays of Affection
66. Radios/Electronics
67. Recess
68. Release During School
69. Release of student to Peace Officer
70. Reporting Suspected Child Abuse or Neglect
71. Research Based Curriculum
72. Rewards for Good Behavior, Exceptional Effort, and Acad. Excel.
73. Rights and Responsibilities
74. Safe Ingress To and Egress From School
75. Search and Seizure
76. Stealing
77. Suspension and Expulsion/Due Process
78. Telephones
79. Textbooks
80. Truancy
81. Uniforms/Dress
82. Upper Grades Discipline Referral Procedures
83. Vandalism/Theft/Graffiti
84. Weapons
85. Yard Duty
86. Zero Tolerance



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Emergency Procedures ([on website](#))



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District

Washington Elementary STEM Magnet

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 20, 2018 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 Elementary STEM Magnet 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 October - Nov. 2017 at Washington STEM Assembly. Notice was provided by SSC Agenda Item.

Washington Elementary STEM Magnet's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan 2017 - 18 been properly implemented and continued attention is needed in the area of student bullying.

Amendments

School Site Council

Karrone Meeks

Debbie Afsharian

Violet SantaCruz

Mel Renteria

Laura MacDonald

Signatures of Washington Elementary STEM Magnet's Site Council Members

_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date



PASADENA UNIFIED SCHOOL DISTRICT

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_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____		_____	



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Safe School Plans

Executive Summary
School Year 2018-18

The Comprehensive Safety Plan is due on March 1, 2018. It contains both emergency preparedness and site safety measures developed by the Pasadena Unified School District as well as Safe School Committees and individual school sites. Although this is a uniform document for the school district, it is specifically developed for each individual school site to meet their safety needs. Please ensure that you are acquainted with the data and information needed to complete your school's plan.

1) School Profile

- a) Update all pertinent identifiable information related to school and SSC members.
- b) Update Mission and Vision to reflect 2018-18 school year.
- c) Crime Statistics can be found on the police department websites, school crime statistics and CBEDS data can be found on CDE website (data1.cde.ca.gov/Dataquest/) or a duplicate copy can be requested through CWAS.
- d) Discuss educational and curricular activities offered by your school: Music, art, etc

2) Physical Environment

- a) Discussion of the school grounds including renovations and years completed.
- b) Discuss where your plan is located on your school ground.
- c) School site identification procedures
- d) Discussion of internal security procedures
- e) Community involvement programs

3) School Climate

- a) Emergency Response Plan (where is it located) how is it reviewed (SEMS/NEMS)
- b) Cultural Events
- c) Classroom Organization and Management

4) Action Plan: (18-21)

- a) **Physical Environment : review PPT for sample goals:** Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation
- b) **School Climate : review PPT for sample goals**
- c) Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation

5) Safety Strategies

- a) School Safety Strategies 1-7: Discuss any concerns related to safety hazards that need to be addressed.
- b) Declaration of when school site council will review the document for the upcoming year.

6) School Safety Compliance: All B.P's and A.R.'s have been uploaded to document. No work is needed on this part from the school. Although, all new policy must be reviewed with staff to ensure compliance and standardization.

7) Procedures to ensure a Safe and Orderly Environment:

- a) Discussion of classroom management and referral system
- b) Response to Intervention
- c) Supplemental Information used to review student concerns

8) School Site Policy

- a) Open Enrollment
- b) Discipline Procedures
- c) ATOD policy
- d) Bully Prevention: Olweus
- e) Dress Code
- f) Code of Conduct

Emergency Preparedness: ONLINE



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Please review documents with stakeholders to ensure that there is compliance of procedures. Lockdown procedures and Incident Command Post procedures provided.

1. **Eric Sahakian:** Director Child Welfare, Attendance and Safety: ext. 88238
 - 1.1. Discipline, Security, Mental Health Programs, Resources, Alternative Ed, 504, Response to Intervention
2. **David Davis:** Coordinator, Emergency Preparedness: ext
 - 2.1. Campus Audits, SEMS/NEMS
3. **Ann Rector:** Coordinator, Health Programs ext
 - 3.1. California Healthy Kids Survey, Drug and Alcohol Programs, Character Building
 - 3.2. Child Abuse
4. **Dr. Michael Jason:** Executive Director, Special Education, ext 88600
 - 4.1. IDEA, threat assessment, Manifestation Determination, Behavior Support Plans, FAA
 - 4.2. Response to Intervention

What additional information would assist:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Site Emergency Planning Matrix

Name of Principal: Karrone Meeks

Name of School: Washington Elementary STEM Magnet

Name of School District: Pasadena

Comprehensive School Safety Plan ED 32280

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
1	School Information	• School District			X
		• Name of school			X
		• Name of principal			X
		• Address			X
		• Phone number			X
		• E-mail address			X
		• Date plan reviewed			X
		• Date plan developed			X
2	School Map	• School layout			X
		• Administration building			X
		• Classroom buildings and numbers			X
		• Classrooms and numbers			X
		• Parking areas			
		• Main streets			X
		• Campus entrance and exit			X
		• Aerial photos (if available)			
		• Main Utility valves and switches			X
		• Incident Command Post			X
3	Safety Committee	• Committee names			X
		• Law enforcement			X
		• Member's names			X
4	Crisis Response Team	• Incident Command POST (ICP) responsibilities (see attached org. chart)			
		• (SEMS/NIMS) alternates			
		• Contact Information (cell numbers, e-mail, phone numbers)			X
		• Member's names			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
5	Action Plan for Safe and Orderly Environment	• Two Components: People and Programs and Physical Environment			X
		• Goal for each component			X
		• Objectives			
		• Related activities			X
		• Timelines			X
6	Staging Areas ON Campus	• School Map with designated staging areas			X
		• Student request and reunion gate and alternate			X
		• Evacuation routes			
		• Alternate staging areas			
7	Staging Areas OFF Campus	• Community map			
		• Location of staging areas			
		• Alternate sites			
8	Equipment and Supplies	• Location of supplies			
		• Teacher emergency kits			
		• Inventory list			
9	Communication Systems	• Phones			
		• Radios			X
		• Computers			
		• Intercom			X
		• Student runners			X
		• Special signals, etc.			X

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
10	Policies and Procedures	• Fire			X
		• Earthquake			X
		• Lockdown			X
		• Student release			X
		• Child abuse reporting procedures			X
		• Emergency procedures			
		• Suspension and expulsion policies			X
		• Dangerous student notification procedures		X	
		• Discrimination and sexual harassment policy			X
		• Dress code policy			
		• Safe ingress and egress			
		• Safe and orderly environment (section 4)			X
		• School rules and referral policy			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
		• Hate crime reporting			X
		• Crime Reports			X
		• Individual Student Evacuation Plans (NEW)			
11	Student and Staff Rosters	• Student attendance sheets			X
		• Emergency card information			X
		• List of students with special needs			
12	Compliance	• Law Enforcement Review			
		• Local public meeting/date			
		• District Office approval/date			
		• Public meeting/date			
		• Post on School Accountability Report Card/date			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Mental Health Programs

Assigned to schools are a school psychologist and school counselor. School staff shall identify students in need and bring forth the student and the family to the school's RtI Team. In extreme crisis responses schools shall implement the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

1. Jefferson Elementary
2. Washington K-5
3. Washington 6-8

Foothill Family Services

1. Eliot Middle School
2. Hamilton Elementary
3. Marshall Middle/High
4. Willard Elementary

Hillsides

1. Franklin Elementary
2. San Rafael Elementary
3. Wilson Middle School

Pacific Clinics

1. Cleveland Elementary
2. Jackson Elementary
3. Roosevelt Elementary
4. Rose City High School

PUSD

1. Blair High School
2. Don Benito Elementary
3. Field Elementary
4. McKinley Elementary/Middle
5. Norma Coombs
6. Sierra Madre Elementary Upper/Lower Campus
7. Eliot
8. Washington K-5
9. Washington 6-8

Hathaway/Sycamores

1. Longfellow Elementary
2. Madison Elementary
3. Pasadena High School
4. Webster Elementary



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Addressing Discrimination, Harassment, Intimidation, or Bullying

Every student is entitled to a safe school environment free from: discrimination, harassment, intimidation and bullying. The District's Policy on Bullying can be accessed on the District's website. Copies are available in the school office.

1. The District prohibits bullying. This includes, but is not limited to: discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900 (r)
2. School personnel must immediately intervene (e.g. to commence an investigation within 24 hours of receiving a notification, 48 hours for school personnel to provide an update to parent/guardian of involved student(s) if they witness an act of discrimination, harassment, intimidation or bullying provided it is safe to do so.
3. Acts of discrimination, harassment, intimidation, or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the Director of Child Welfare, Attendance, and Safety. If there is sufficient corroborating information, the District will commence an investigation.
5. Complaints of discrimination, harassment, intimidation or bullying will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the District's policies on discrimination, harassment, intimidation or bullying may be subject to discipline, including suspension and expulsion.
7. The District prohibits retaliation against individuals who make complaints of discrimination, harassment, intimidation, bullying or provide information related to such complaints.
8. Students and parents also may contact the District's Office of Child Welfare, Attendance and Safety, at (626)396-3600, extension 88238.





PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Active Response to Safety

Threat Assessment and Responding

Definition of a threat/ Steps to identify
Transient and Substantive Threat
Responding to transient threats
Responding to substantive threats

Child Abuse Reporting

Child Abuse and Neglect Reporting Act (CANRA)
Who must report?
Failing to Report
Reasonable Suspicions
How to Report
Confidentiality

Intervening with Suicidal Youth

Instructions for Crisis Teams
Assessing Risk in Suicidal Students
Questions, Indicators, Levels of Risk and Interventions
Interventions for Crisis Teams
Signs of Self Injury
Suggestions for School Personnel to Limit Contagion
Suicide Severity Rating Scale (see Appendix)

Bullying

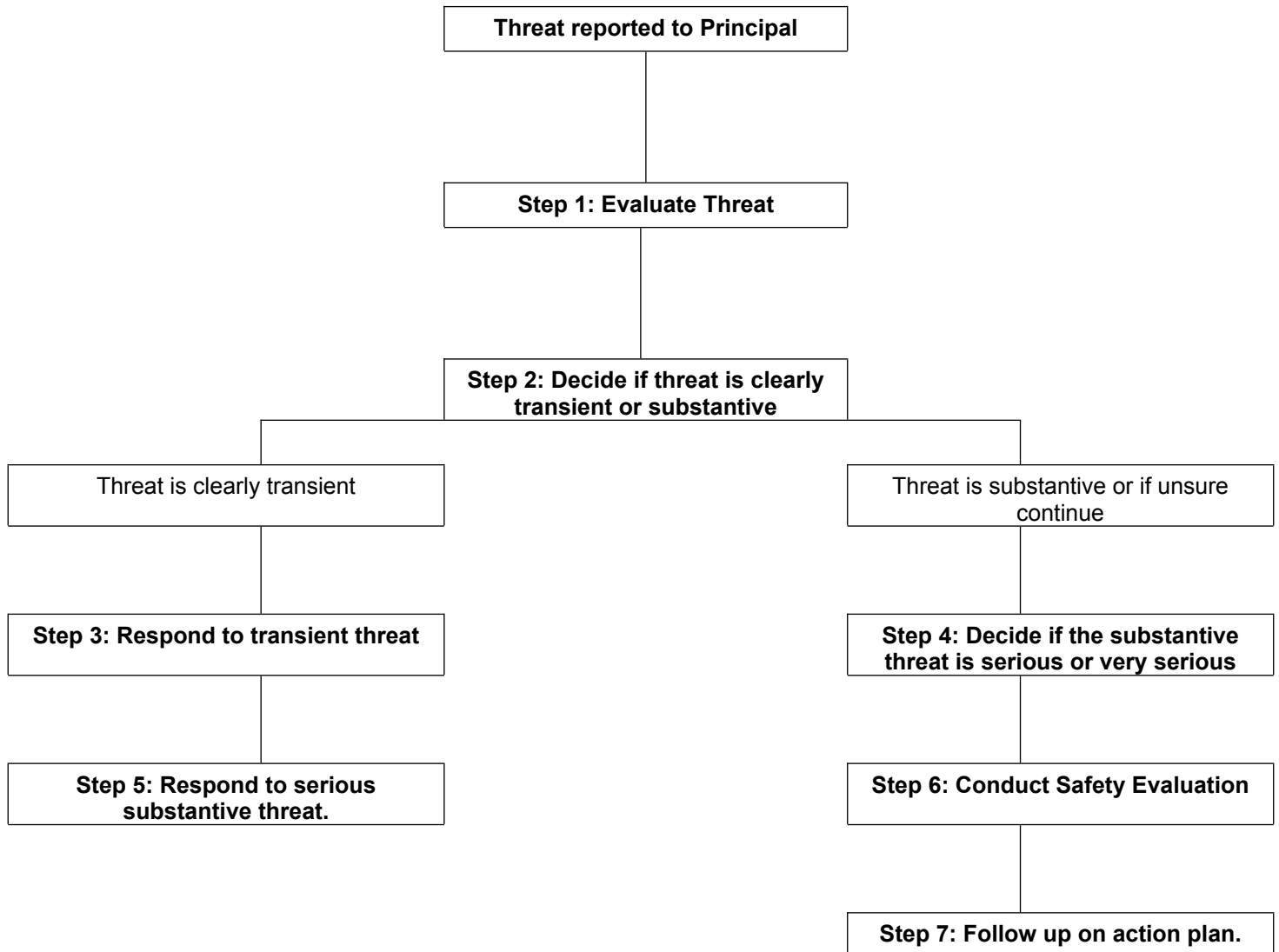
Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

- Expression of intent to harm
- Express temporary feelings of anger/frustration
- Usually can be resolved on the scene or in the office
- After resolution, threat no longer exists
- Usually end with clarification

Substantive threats

- Express intent to physically injure someone beyond the immediate situation
- There is at least some risk the student will carry out the threat
- Require protective action
- May be legal violations and require police consultation

Identifying threats as transient or substantive

Step 1: Evaluate the threat

- Obtain an account from the student and witnesses
- Document the type of threat
- Obtain student's explanation of the threat's meaning/intention
- Obtain witness perceptions of the threat's meaning/intention
- Document your evaluation in writing

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

- No need to take safety precautions
- Threat is resolved through explanation, apology, etc.
- Provide counseling and education if appropriate
- Administer discipline if appropriate

Step 4: Responses to substantive threat

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify and interview the students who made the threat's parents
- Specifically warn victims and parents
- Discipline student for threat
- Determine appropriate intervention for student
- Follow up to verify that threat has been resolved



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Active Shooter Situations: Responding to an Active Shooter Situation

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire, and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter in order to survive and protect others from harm.²⁹

As the situation develops, it is possible that you will need to use more than one option. During an active shooter situation, individuals will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, they will often have to rely on their own judgment to decide which option will best protect lives.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2011, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.³⁰ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.³¹ These studies highlight this delayed response or denial. For example, some people report hearing firecrackers, when in fact they heard gunfire.

Train staff and students to overcome denial and to respond immediately. For example, train students and staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!"). In addition, those closest to the public-address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so, the first course of action that should be taken is to run out of the building and move far away until you are in a safe location.

Students and staff should be trained to:

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with access and functional needs;
- Avoid escalators and elevators;
- Take others with them but not to stay behind because others will not go;
- Call 911 when safe to do so; and
- Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition

Lock the doors;
Safe School Plan



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Barricade the doors with heavy furniture;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible, (e.g., in rooms with exterior windows make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants);

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room); and

Remain in place until given an all clear by identifiable law enforcement.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, etc. In a study of 41 active shooter events that ended before law enforcement arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases, they physically subdued the attacker.³²

While talking to staff about confronting a shooter may be daunting and upsetting for some staff, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement of any IHE employee's job; how each individual chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement.

Source: The U.S. Department of Education's REMS TA Center



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

1. Supervise the student and assign a "designated reporter." Ideally, the chain of supervision begins with the perceptive, trained gatekeeper who escorts the student directly to the attention of a school crisis team member who will serve as the "designated reporter". This is typically a school psychologist, counselor, social worker or nurse who has been trained to conduct suicide risk assessment. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom) until a risk assessment has been completed and a plan has been generated. It may be appropriate to solicit the aid of collaborators to monitor the child while the crisis team member seeks a phone in private.
2. Collaborate with administration or crisis team personnel. Many potentially difficult decisions will have to be made and having the support and consultation from an administrator and one other staff member (perhaps the school psychologist, nurse, counselor, or social worker) is both reassuring and prudent.
3. Warn parents or protective services. Whether a child/adolescent is assessed to be low, moderate or high risk, parents or protective services must be notified in a timely fashion by the "designated reporter".
4. Provide resources to parents. Provide parents with additional school-site and local mental health resources as appropriate.
5. Utilize law enforcement when appropriate. All school crisis teams should have a representative from local law enforcement. If a student resists, becomes combative or attempts to flee, law enforcement can be of invaluable assistance. In some cases they can assume responsibility for securing a "72-hour hold" which will place the youth in protective custody up to three days for psychiatric observation.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Assessing Risk in Suicidal Students

Questions to ask students:

- Has the student thought about suicide (thoughts or threats alone, whether direct or indirect, may indicate LOW risk)?
- Have they tried to hurt themselves before (previous attempts, repetitive self-injury may indicate MODERATE risk)?
- Do they have a plan to harm themselves (the greater the planning, the greater the risk)?
- What method are they planning to use and do they have access to the means (these questions would indicate HIGH risk)?

Questions to ask parents, teachers, and staff

- What warning sign(s) initiated the referral?
- Has the student demonstrated abrupt changes in behavior?
- What is the support system that surrounds this child (the more the student feels isolated and alone, the greater the risk)?
- Is there a history of mental illness (depression, alcohol and substance abuse, conduct or anxiety disorder, co-morbidity)?
- Is there a history of recent losses, trauma, or victimization?

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

- Sample student question: Have you ever thought about suicide (harming yourself)?
- Other indicators: current or recent thoughts, signs of depression, direct or indirect threats, sudden changes in personality, friends, behaviors, evidence of self-harm in written or artwork; dark internet websites and chats.
- Actions: Reassure and supervise student; warn parent; assist in connecting with school and community resources; suicide-proof environments; mobilize a support system; develop a safety plan that identifies caring adults, appropriate communication and coping skills and resource numbers.
- Document all actions.

Moderate Risk (Current ideation and previous behaviors)

- Sample student question: Have you ever tried to kill (hurt yourself) before?
- Other indicators: previous attempt; recent mental health hospitalizations; recent trauma (losses, victimization); recent medications for mood disorders; alcohol and substance addiction; running into traffic or jumping from high places; repetitive self-injury.
- Actions: See high risk.
- Document all actions

High Risk (Current plan and access to method)

- Sample student question: Do you have a plan to kill (harm) yourself today?
- Other indicators: current plan with method/access; finalizing arrangements; giving away prized possessions or written/emailed good bye notes; refusal to agree to a safety plan.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Actions

- Supervise student at all times (including restrooms).
- Notify and hand off student ONLY to:
 - Parent or guardian who commits to seek an immediate mental health assessment.
 - Law Enforcement
 - Psychiatric mobile responder.
- Document all actions.
- Prepare a re-entry plan. All students returning from mental health hospitalization should have a re-entry meeting where parents, school and community mental health personnel make appropriate follow up plans.

General Interventions for Crisis Teams

Crisis Preparedness

- Educate/train staff in warning signs of self-injury.
- Develop referrals procedures and resources at your school site. You may also work with the Office of Child Welfare, Attendance and Safety to get updated mental health resources.

Procedures for School Mental Health Personnel

- Assess for suicide risk. While students who self-injure are generally low risk for suicide they often have complex mental health histories.
- Warn and involve parents if active wounds appear or student assesses at any risk level for suicide.
- Utilize school/community resources. Tighten the circle of care by obtaining appropriate signed releases of information.
- Document all actions.
- Encourage appropriate coping and problem-solving skills, do not discourage self-harm.
- Identify caring adults at school and appropriate replacement skills utilizing "No Harm Agreements".
- Teach substitute positive behaviors (i.e. rubber bands, ice), communication skill building journaling, help seeking behavior), reduction of tension (exercise/stress management), limiting isolation, regulation of emotions and distress tolerance.

Signs of Self Injury (SI)

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs, abdomen)
- Secretive behaviors, spending unusual amounts of time in the student bathroom or isolated areas on campus.
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the "Choking Game").
- General signs of depression, social-emotional isolation and disconnectedness.
- Possession of sharp implements (razor blades, shards of glass, thumb tacks, clips).
- Evidence of self-injury in work samples, journals, art projects.
- Risk taking behaviors such as gun play, sexual acting out, jumping from high places or running into traffic.

Suggestions for School Personnel: Do

- Connect with compassion, calm and caring.
- Understand that this is his/her way of coping with pain.
- Refer and offer to go with the student to your school counselor, psychologist, social worker or nurse.
- Encourage participation in extracurricular activities and outreach in the community (e.g. volunteering with animals, nursing homes, tutoring or mentoring).



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

- Discover the student's strengths.

Suggestions for School Personnel: Don't

- Discourage self-injury; threaten hospitalization, use punishment or negative consequences.
- Act shocked, overreact, say or do anything to cause guilt or shame.
- Publicly humiliate the student or talk about their SI in front of class or peers.
- Agree to hold SI behavior confidential.
- Make deals or promises you can't keep in an effort to stop SI.

Suggestions for School Personnel to Limit Contagion

SI behaviors are imitated and can spread across grade levels, schools/campuses, clubs, and peer groups.

- Each student should be assessed and triaged individually. If the activity involves a group "rite of togetherness," the peer group should be identified and each student interviewed separately. When numerous students within a peer group are referred, assessment of every student will often identify an "alpha" student whose behaviors have set the others off. The "alpha" student should be assessed for more serious emotional disturbance. While most students participating in a group event will assess at low risk, identifying moderate and high risk students and targeting them for follow up is critical.
- Respond individually but try to identify friends who engage in SI.
- School mental health professionals should refrain from running specific groups that focus on cutting rather focusing on themes of empowerment, exercise/tension relief and grief resolution.
- Health educators should reconsider the classroom presentation of certain books, popular movies, and music videos that glamorize such behaviors and instead seek appropriate messages in the work of popular artists.
- Monitor the internet chat and websites
- SI should not be discussed in detail in school newspapers or other student venues. This can serve as a "trigger" for individuals who SI.
- Those who SI should be discouraged from revealing their scars because of issues of contagion. This should be discussed and explained and enforced.
- Educators must refrain from school wide communications in the form of general assemblies or intercom announcements that address self-injury.
- In general, designated person should be clear with the student that although the fact of SI can be shared, the details of what is done and how, should not be shared as it can be detrimental to the well-being of the student's friends.
- Prepare a re-entry plan. All students returning from mental health hospitalization should have a re-entry meeting where parents, school and community mental health personnel make appropriate follow up plans.

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

Lieberman R., Toste, J.R., & Heath N.L. (2008). Prevention and Intervention in the schools.

M.K. Nixon M.K. & Heath, N. Self-injury in youth: The essential guide to assessment and intervention. New York, NY: Routle

Thomas A. & Grimes J., Best practices in school psychology V. Bethesda, MD: National Association of School Psychologists.

Intervening with Suicidal Youth content:

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PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Child Abuse Reporting

The California Child Abuse and Neglect Reporting Act ("CANRA," Penal Code sections 11164-11174.4) requires certain professionals, known as mandated reporters, to report known or suspected instances of child abuse or neglect to law enforcement.

Who must report - Mandated reporters

- Teachers
- Instructional aides, teacher's aides, or instructional assistants
- Classified employees of any public school
- Administrators or employees of organizations whose duties require direct contact and supervision of children
- Licensees, administrators, or employees of a licensed community care or child day care facility.

Failing to report Child Abuse

- It's a crime
- Failure to report can result in a demotion, dismissal, and revocation of credentials.
- By not reporting and only informing your school site administrator of suspected abuse does not release you of your obligation to file a report as a mandated reporter.
- Criminal liability: You may be guilty of a misdemeanor – punishable by up to six months in jail or by a fine of \$1,000 or both.
- Civil Liability: Cost of defense or related damages the child incurs

Reasonable Suspicion

Reasonable suspicion of child abuse means that, after examining all the facts in the situation, most people with comparable professional training and experience in a similar position, would also suspect abuse. In other words, when you have any information that would lead a reasonable person to suspect abuse, you are required by law to make a report. This does not mean that you have to have conclusive proof of child abuse; just that you have a reason to believe it might be happening.

When in doubt call: 800-540-4000 or local police

How to report

Immediately or as soon as possible by telephone

- Pasadena Police department: 626-744-4241
- Sierra Madre Police department: 626-355-7135
- Altadena Sheriff station: 626-798-1131
- (PUSD) Child, Welfare, Attendance & Safety: 626-396-3600, extension 88230
- You must make a report even if some information is not known or is uncertain. Cross report, don't always assume the authorities will do it.

Also, in writing

- Within 36 hours of your initial telephone report
- To Child Protective Services
- Keep your copy, maintain redacted copy in Main office, and send redacted copy to CWAS

Confidentiality

Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting.



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

If the police or a child protective worker discloses to anyone that you made a report, report to CWAS to follow up with a call to their supervisor.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Bullying Assessment Flow Chart

Interview all students involved in the incident. What happened between you two? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to the incident?		
Was this possibly a crime? Was there physical contact or injury, or property damage?	Yes	Contact the police Let them investigate and decide whether a crime has occurred. Notify parents
	Respond to bullying <ol style="list-style-type: none">1. Educate2. Encourage3. Conflict Resolution (if applicable; non disciplinary offences)4. Discipline (for repeat/egregious offenses)5. Monitor and Follow-Up	



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Transient Typical Initial Interview Questions

1. Do you know why I wanted to talk to you?
2. What happened today when you were [place of incident]
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What are you going to do now?

Typical Witness Questions

1. What happened today when you were [place of incident]
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do feel about what he/she said?
5. Why did he/she say that?

Substantive Key Questions

1. What are the student's motives of goals
2. Any communications of intent to attack?
3. Any inappropriate interest in other attacks, weapons, or mass violence?
4. Any attack-related behaviors? Making a plan, acquiring weapons, casing sites, etc.
5. Does the student have the capacity to attack?
6. Is there hopelessness or despair?
7. Any trusting relationship with an adult?
8. Is violence regarded as a way to solve a problem? Any peer influences?
9. Are student's words consistent with actions?
10. Are others concerned about student?
11. What circumstances might trigger violence?

When in doubt, treat threats as substantive

Adapted from:
Browning, Wright, D. (2013). Threat Assessment Training.



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

**COLUMBIA-SUICIDE SEVERITY
RATING SCALE
(C-SSRS)**

Lifetime Recent - Clinical

Version 1/14/09

**Posner, K.; Brent, D.; Lucas, C.; Gould, M.; Stanley, B.; Brown, G.; Fisher, P.; Zelazny, J.;
Burke, A.; Oquendo, M.; Mann, J.**

Disclaimer:

This scale is intended to be used by individuals who have received training in its administration. The questions contained in the Columbia-Suicide Severity Rating Scale are suggested probes. Ultimately, the determination of the presence of suicidal ideation or behavior depends on the judgment of the individual administering the scale.

*Definitions of behavioral suicidal events in this scale are based on those used in **The Columbia Suicide History Form**, developed by John Mann, MD and Maria Oquendo, MD, Conte Center for the Neuroscience of Mental Disorders (CCNMD), New York State Psychiatric Institute, 1051 Riverside Drive, New York, NY, 10032. (Oquendo M. A., Halberstam B. & Mann J. J., Risk factors for suicidal behavior: utility and limitations of research instruments. In M.B. First [Ed.] Standardized Evaluation in Clinical Practice, pp. 103 -130, 2003.)*

For reprints of the C-SSRS contact Kelly Posner, Ph.D., New York State Psychiatric Institute, 1051 Riverside Drive, New York, New York, 10032; inquiries and training requirements contact posnerk@nyspi.columbia.edu

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Reprint authorization granted to the Office of Child, Welfare, Attendance and Safety- Pasadena Unified School District, on 7/30/14, by Dr. Posner.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SUICIDAL IDEATION			
<p><i>Ask questions 1 and 2. If Both are negative, proceed to "Suicidal Behavior" section. If the answer to question 2 is "yes", ask questions 3, 4, and 5. If the answer to question 1 and/or 2 is "yes", complete "Intensity of Ideation" section below.</i></p>		Lifetime Time He/She Felt Most Suicidal	Past 1 Month
<p>1. Wish to be Dead. Subject endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. <i>Have you wished you were dead or wished you could go to sleep and not wake up?</i></p> <p>If yes, describe:</p>		Yes No	Yes No
<p>2. Non-Specific Active Suicidal Thoughts General non-specific thoughts of wanting to end one's life/commit suicide(e.g. "I've thought about killing myself") without thoughts of ways to kill oneself/associated methods, intent, or plan during the assessment period. <i>Have you actually had any thought of killing yourself?</i></p> <p>If yes, describe:</p>		Yes No	Yes No
<p>3. Active Suicidal Ideation with Any Methods (Not Plan) without Intent to Act Subject endorses thoughts of suicide and has thought of at least one method during the assessment period. This is different than a specific plan with time, place or method details worked out (e.g., thought of method to kill self but not a specific plan). Includes person who would say, "I thought about taking an overdose but I never made a specific plan as to when, where or how I would actually do it...and I would never go through with it." <i>Have you been thinking about how you might do this?</i></p> <p>If yes, describe:</p>		Yes No	Yes No
<p>4. Active Suicidal Ideation with Some Intent to Act, without Specific Plan Active suicidal thoughts of killing oneself and subject reports having <u>some intent to act on such thoughts</u>, as opposed to "I have the thoughts but I definitely will not do anything about them." <i>Have you had these thoughts and had some intention of acting on them?</i></p> <p>If yes, describe:</p>		Yes No	Yes No
<p>5. Active Suicidal Ideation with Specific Plan and Intent Thoughts of killing oneself with details of plan fully or partially worked out and subject has some intent to carry it out. <i>Have you started to work out or worked out the details of how to kill yourself?</i> <i>Do you intend to carry out this plan?</i></p> <p>If yes, describe:</p>		Yes No	Yes No
INTENSITY OF IDEATION			



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CHILD WELFARE, ATTENDANCE & SAFETY

<i>The following features should be rated with respect to the most severe type of ideation (i.e., 1-5 from above, with 1 being the least severe and 5 being the most severe). Ask about time he/she was feeling the most suicidal.</i>		Most Severe	Most Severe
Lifetime – Most Severe Ideation -			
Type # (1-5)	Description of Ideation		
Recent- Most Severe Ideation -			
Type # (1-5)	Description of Ideation		
Frequency How many times have you had these thoughts? (1.) Less than once a week (2.) Once a week (3.) 2-5 times in week. (4.) Daily or almost daily (5.) Many times each day			
Duration When you have the thoughts how long do they last? (1.) Fleeting – few seconds or minutes (2.) Less than 1 hour/some of the time (3.) 1-4 hours/a lot of time (4.) 4-8 hours/most of day (5.) More than 8 hours/persistent or continuous			
Controllability Could/can you stop thinking about killing yourself or wanting to die if you want to? (1.) Easily able to control thoughts (2.) Can control thoughts with little difficulty (3.) Can control thoughts with some difficulty (4.) Can control thoughts with a lot of difficulty (5.) Unable to control thoughts (6.) Does not attempt to control thoughts			
Deterrents Are there things – anyone or anything (e.g. family, religion, pain of death) – that stopped you from wanting to die or acting on thoughts of committing suicide? (1.) Deterrents definitely stopped you from attempting suicide. (2.) Deterrents probably stopped you (3.) Uncertain that deterrents stopped you (4.) Deterrents most likely did not stop you (5.) Deterrents definitely did not stop you (6.) Does not Apply			



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CHILD WELFARE, ATTENDANCE & SAFETY

Reasons for Ideation

What sort of reasons did you have for thinking about wanting to die or killing yourself? Was it to end the pain or stop the way you were feeling (in other words you couldn't go on living with this pain or how you were feeling) or was it to get attention, revenge, or a reaction from others? Or both?

- (1.) Completely to get attention, revenge or a reaction from others
- (2.) Mostly to get attention, revenge, or a reaction from others
- (3.) Equally to get attention, revenge, or a reaction from others and to end/stop the pain
- (4.) Mostly to end or stop the pain (you couldn't go on living with the pain or how you were feeling)
- (5.) Completely to end or stop the pain (you couldn't go on living with the pain or how you were feeling)
- (6.) Does not Apply



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CHILD WELFARE, ATTENDANCE & SAFETY

Suicidal Behavior (Check all that apply, so long as these are separate events; must ask about all types)	Lifetime	Past 3 Months
Actual Attempt: A potentially self-injurious act committed with at least some wish to die, <i>as a result of act</i> . Behavior was in part thought of as method to kill oneself. Intent does not have to be 100%. If there is any intent/desire to die associated with the act, then it can be considered an actual suicide attempt. There does not have to be any injury or harm , just the potential for injury or harm. If person pulls trigger while gun is in mouth but gun is broken so no injury results, this is considered an attempt. Inferring Intent: Even if an individual denies intent/wish to die, it may be inferred clinically from the behavior or circumstances. For example, a highly lethal act that is clearly not an accident so no other intent but suicide can be inferred (e.g., gunshot to head, jumping from window of a high floor/story). Also, if someone denies intent to die, but they thought that what they did could be lethal, intent may be inferred. Have you made a suicide attempt? Have you done anything to harm yourself? Have you done anything dangerous where you could have died? What did you do? Did you _____ as a way to end your life? Did you want to die (even a little) when you _____? Were you trying to end your life when you _____? Or Did you think it was possible you could have died from _____? Or did you do it purely for other reasons / without ANY intention of killing yourself (like to relieve stress, feel better, get sympathy, or get something else to happen)? (Self-Injurious Behavior without suicidal intent) If yes, describe:	Yes No Total # of Attempts	Yes No Total # of Attempts
Has subject engaged in Non-Suicidal Self-Injurious Behavior?	Yes No	Yes No
Interrupted Attempt: When the person is interrupted (by an outside circumstance) from starting the potentially self-injurious act (<i>if not for that, actual attempt would have occurred</i>). Overdose: Person has pills in hand but is stopped from ingesting. Once they ingest any pills, this becomes an attempt rather than an interrupted attempt. Shooting: Person has gun pointed toward self, gun is taken away by someone else, or is somehow prevented from pulling trigger. Once they pull the trigger, even if the gun fails to fire, it is an attempt. Jumping: Person is poised to jump, is grabbed and taken down from ledge. Hanging: Person has noose around neck but has not yet started to hang - is stopped from doing so. Has there been a time when you started to do something to end your life but someone or something stopped you before you actually did anything? If yes, describe:	Yes No Total # of Interrupted	Yes No Total # of Interrupted
Aborted or Self-Interrupted Attempt: When person begins to take steps toward making a suicide attempt, but stops themselves before they actually have engaged in any self-destructive behavior. Examples are similar to	Yes No	Yes No



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CHILD WELFARE, ATTENDANCE & SAFETY

<p>interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.</p> <p><i>Has there been a time when you started to do something to try to end your life but you stopped yourself before you actually did anything?</i></p> <p>If yes, describe:</p>	Total # of Aborted or Self Interrupted	Total # of Aborted or Self Interrupted								
<p>Preparatory Acts or Behavior:</p> <p>Acts or preparation towards imminently making a suicide attempt. This can include anything beyond a verbalization or thought, such as assembling a specific method (e.g., buying pills, purchasing a gun) or preparing for one's death by suicide (e.g., giving things away, writing a suicide note).</p> <p><i>Have you taken any steps towards making a suicide attempt or preparing to kill yourself (such as collecting pills, getting a gun, giving valuables away or writing a suicide note)?</i></p> <p>If yes, describe:</p>	<table border="1"><tr><td>Yes</td><td>No</td></tr><tr><td>Total # of Preparatory Acts</td><td></td></tr></table>	Yes	No	Total # of Preparatory Acts		<table border="1"><tr><td>Yes</td><td>No</td></tr><tr><td>Total # of Preparatory Acts</td><td></td></tr></table>	Yes	No	Total # of Preparatory Acts	
Yes	No									
Total # of Preparatory Acts										
Yes	No									
Total # of Preparatory Acts										



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CHILD WELFARE, ATTENDANCE & SAFETY

	Most Recent Attempt Date:	Most Lethal Attempt Date:	Initial/First Attempt Date:
Actual Lethality/Medical Damage: 0. No physical damage or very minor physical damage (e.g., surface scratches). 1. Minor physical damage (e.g., lethargic speech; first-degree burns; mild bleeding; sprains). 2. Moderate physical damage; medical attention needed (e.g., conscious but sleepy, somewhat responsive; second-degree burns; bleeding of major vessel). 3. Moderately severe physical damage; <i>medical</i> hospitalization and likely intensive care required (e.g., comatose with reflexes intact; third-degree burns less than 20% of body; extensive blood loss but can recover; major fractures). 4. Severe physical damage; <i>medical</i> hospitalization with intensive care required (e.g., comatose without reflexes; third-degree burns over 20% of body; extensive blood loss with unstable vital signs; major damage to a vital area). 5. Death	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>
Potential Lethality: Only Answer if Actual Lethality=0 Likely lethality of actual attempt if no medical damage (the following examples, while having no actual medical damage, had potential for very serious lethality: put gun in mouth and pulled the trigger but gun fails to fire so no medical damage; laying on train tracks with oncoming train but pulled away before run over). 0 = Behavior not likely to result in injury 1 = Behavior likely to result in injury but not likely to cause death 2 = Behavior likely to result in death despite available medical care	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee

African American Parent Council

Community Advisory Committee for Special Education Programs

X Gifted and Talented Education Program Advisory Committee

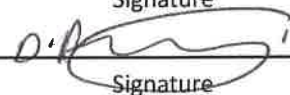
Other committees established by the school or district (list):



Signature

Signature

Signature



Signature

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on: April 25, 2017

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:



Signature of ELAC chairperson



Signature of ELAC committee member

3/9/18

Meeting Date

Attested:

Karrone Meeks

Typed Name of School Principal



Signature of School Principal

4-26-18

Date

Datevik Debbie Afsharian

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4/26/18

Date

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019 School Safety Plan	2020-02-18	View	View	View	35

Previous Section	Current Section	Next Section
Crisis Communication Chart	School Site Council Evaluation and Public Hearing Certification	Safety School Plans

2 updated data fields saved successfully.

Save Data View Current Document View Section All data saved.

Pasadena Unified School District

Washington Elementary STEM Magnet

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 18, 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 Elementary STEM Magnet 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 October - Nov. 20 at Washington STEM Assembly. Notice was provided by SSC Agenda Item.

Washington Elementary STEM Magnet's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan 19 - 20 been properly implemented and continued attention is needed in the area of student bullying.

Amendments

School Site Council

Karrone Meeks
Debbie Afsharian
Ana Vasquez
Mel Renteria
Sumi Oh

Signatures of Washington Elementary STEM Magnet's Site Council Members

2-18-20

Signature Date Signature Date

Signature Date Signature Date

Signature Date Signature Date

Signature Date Signature Date

Signature Date Signature Date

Signature Date Signature Date

Previous Section
[Crisis Communication Chart](#)

EL STUDENTS - April 20, 2020 **WRITING**

GRADE	ABOVE	AT	NEAR	BELOW	FAR BELOW
Kinder ₍₃₁₎	3% (1)	58% below assessment range		39% continue Diagnostic	
1st ₍₁₈₎	45% (8)	22% below assessment range		33% continue Diagnostic	
2nd ₍₂₃₎	9% (2)	74% (17)	17% below assessment range		
3rd ₍₂₄₎	4% (1)	21% (5)	67% (16)	8% below assessment range	
4th ₍₁₅₎	0% (0)	0% (1)	20% (2)	73% (11)	7% below ar
5th ₍₂₄₎	0% (0)	0% (0)	21% (5)	21% (5)	58%(14)



PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

English Learner Advisory Committee, ELAC

2019-2020

Executive Board

A. School: Washington Elementary STEM Magnet

B. Election Date: September 13, 2019

C. Members: EL Parents have elected the individuals listed to serve as Executive Board of ELAC for the school year 2019-20

D. Monthly meetings are scheduled as follows: On the 2nd Friday of every month

Name	Address	Telephone	Position	Term End Date
Rocio Gutierrez (5th grader Jarely DeJesus)	1531 El Sereno Ave Pasadena, CA 91103	(626) 628-6353 mariagutierrez0515 1982@gmail.com	C	9/2020
Pricila Cruz (5th grader Genesis Medina-Cruz)	1799 Glen Ave Pasadena, CA 91103	(626) 567-4723 carmenromero9085 @gmail.com	VC	9/2020
Maria Morales (4th grade Christopher Gonzalez)	194 E. Mountain St. Pasadena California 91103	(626) 794-1216 maria35morales@g mail.com	P	9/2020
Maria Chavez (2nd grader Bobby Gonzalez)	196E. Mountain st. Pasadena California 91103	(626) 419-2416 Mariagonzalez.mg8 36@gmail.com	S/R	9/2020

351 South Hudson Ave, #209, Pasadena, California 91109

Phone: 626-396-3600, ext. 88283 Fax: 626-683-0728

<https://www.pusd.us>

PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

Day: _____

Time: _____

E. Signature of Community Assistant: _____ Date: _____

Signature of ELAC Chairperson: _____ Date: _____

Signature of Principal: _____ Date: _____

*C = Chairperson
S = Secretary

VC = Vice Chairperson
P = Parliamentarian

R=DELAC Representatives

***Pasadena Unified School District
Washington Elementary STEM Magnet
20 - 21 Parent Involvement Policy***

Washington Elementary STEM Magnet recognizes that parents from our diverse community serve as an invaluable resource in the process of educating children. Washington Elementary STEM Magnet believes that a child's education is a responsibility shared by both the family and the school. To ensure a collaborative partnership, Washington Elementary STEM Magnet's administration, staff, and parents are committed to doing what is necessary to educate our students.

PARENT INVOLVEMENT

Annual Meetings

The purpose of the meeting is to inform parents of possible activities that involve the collaborative partnership with Washington's administration, staff, and students. The annual meeting will be held in September in conjunction with the Parent Teacher Association (PTA)...when re-established. A flyer including time, date, location, and agenda will be sent to all parents of children attending Washington. Part of the PTA annual meeting (when re-established) agenda will be to review the Parent Involvement Policy, and to inform parents of their school's participation in Title I (school wide), GATE, and English Learner Programs. Follow up efforts to review and inform parents of policy and programs will be made through telephone calls, direct mailing, and ongoing meetings.

Scheduling Regular Meetings

Regular meetings of the various school leadership groups are scheduled. The meetings will be flexible to allow time for maximum parent involvement and participation. Parents are invited to attend the following meetings:

English Language Advisory Committee (ELAC)

- *Every 2nd Friday of the month*
- *8:15 AM in the Professional Development Room C202*

School Site Council (SSC)

- *Every 3rd Tuesday of the month*
- *2:15 PM in the Professional Development Room C202*

African American Student Council (AASC)

- *Every Second Tuesday of the month*
- *8:15 AM in the Professional Development Room C202*

Parent Teacher Association (PTA) (when re-established)

- Every 3rd Wednesday of the month
- 2:45 PM every other month
- 8:15 AM every other month

Planning, Review, and Improvement of the Title I Program

SSC and ELAC committees are established after the annual meeting in September. Meetings are scheduled for the year. Parents are informed of the meetings through flyers and letters. Parental concerns are expressed to the district through our elected representatives to the District committees...District Language Advisory Council (DLAC) and the District Advisory Council (DAC) and District African American Student Council (DAASC).

SHARED RESPONSIBILITIES FOR HIGH STUDENT PERFORMANCE

School – Parent Compact

The school parent compact outlines how parents, faculty, students, and the entire school will share the responsibility to improve student achievement and the means by which the school and parents will develop a partnership to help children achieve the District's high standards.

Review School Wide Plan and Parental Involvement Policy

The School Wide Plan and the Parent Involvement Policy will be reviewed annually by the SSC, ELAC, and AAPC.

Maintaining Two-way Communication with Parents

Washington will communicate with families of participating children through the following means:

- *Weekly parent communication "Tuesday Folders" which are sent home every Tuesday School accountability Report Cards*
- *Parent Conferences (Scheduled or Unscheduled)*
- *Principal's Quarterly Newsletter*
- *Back to School Night*
- *Open House*
- *Monthly Awards*
 - *Student of the Month*
 - *Perfect Attendance Awards*
- *Phone calls home*
- *Home Visitations by the Community Assistance (as needed)*
- *Signed Parent Compact*
- *Trimester Report Cards*
- *Monthly AAPC, PTA, SSC, and ELAC, meetings Parent Involvement notification*

- *Weekly “Tuesday Folders”*
- *School Messenger weekly phone blast (highlighting weekly events)*

BUILDING CAPACITY FOR INVOLVEMENT

Parent Education Opportunities and Topics

Washington offers a wide variety of parent opportunities through the District’s Welcome Center which is located at the Educational Center. Some opportunities and topics offered are:

- ❖ *Tuberculosis Testing*
- ❖ *Parenting Classes*
 - ☐ *Skills and Strategies to improve reading and math*
 - ☐ *Understanding Content Standards and assessment*
 - ☐ *Training as classroom tutors*
 - ☐ *Young and Healthy/Dental Hygiene Training for Parents*
 - ☐ *Making Friends with Art-Parents are trained to give lessons in the classroom*
- ❖ *Parent Education Subject Night*
 - ☐ *Specific to Subject area*
 - ☐ *Parents will have the opportunity to understand standards, expectations, and assessments*
 - ☐ *Parent meetings with teachers of identified Limited English Proficient students to learn skills and strategies they can implement at home for improving their children’s achievement*
 - ☐ *Parent meeting with the Special Education Resource Specialist to discuss the assessment and parent options for their identified child.*
 - ☐ *Meetings with the parents of the Gifted and Talented Students (GATE, to discuss activities planned and progress of students.*
 - ☐ *Students scoring at or below Basic on their Smarter Balance State Testing will meet with teachers to discuss with parents activities to increase their academic proficiency in reading comprehension, written expression, and mathematical computations and applications*

Training for Teachers, Principals and Other Staff

Washington’s teachers, principal, other staff, and parents formally decided to become an accelerated school. One level of participation in the accelerated school process is the formation of committees. The Parent/School/Community committee describes plans for training to assist all staff learning in:

- *Communication and utilization of parent volunteers*
- *Coordination and implementation of parent programs*
- *Establishment of connections between home and school*
- *Recognition of contribution of parents*

Additional training for the staff to work more successfully with parents will be coordinated through the Welcome Center and the District’s Community Assistants.

Washington Elementary STEM Magnet School Pledge 20 - 21

THE PRINCIPAL PLEDGE:

I understand the importance of the Washington Elementary School's STEM model in that maintaining the highest level of success for every child. I am committed to motivate, to challenge, and to inspire each staff member and student to become the best they can possibly be. I agree to carry out these responsibilities to the best of my ability:

- I will treat all families with dignity, respect, and honor.
- I will create a welcoming environment for students and parents
- I will act as an instructional leader by supporting teachers in their classrooms
- I will communicate to students, parents, and teachers the school's mission and goals.
- I will provide appropriate In-Service and training for teachers and parents.

Principal's Signature _____ Date _____

THE TEACHERS PLEDGE:

I understand the importance of the school experience to every student and my role as a teacher and role model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will use all my resources and professional development to tailor the curriculum to build on the strengths of my students
- I will provide motivating and interesting learning experiences in my classroom.
- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will assign daily homework for my students that reinforce concepts being taught in class.
- I will strive to be aware of the individual needs of your child.
- I will communicate regularly about the positive work of my students as well as any concerns that may occur.
- I will explain the Code of Student Conduct to the student and his/her parents/guardian.

Teacher's Signature _____ Date _____

THE STUDENT PLEDGE:

I realize that my education is important to me. It helps me develop tools that are needed to become a productive and successful person. I also understand that my parent(s) want to help me do my very best in school. I know I am the Number One responsible person responsible for my own success, and that I must work hard to achieve it. Therefore, I agree that in order to be successful I must do my best, and in order to do my best, I must work hard and respect others. Hard work equals success! I agree to carry out the following responsibilities:

- I will follow school and classroom rules.
- I agree to attend school regularly and on time.
- I agree to participate in classroom work, striving for excellence in academics and citizenship
- I will accept the STEM Study and workload that includes serious work outside the Classroom
- I agree to do my daily homework and turn it in on time. If I do not understand my work, I agree to ask my teacher and/or parent for help so that I can be successful.
- I agree to follow the school handbook.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature _____ Date _____

THE PARENT PLEDGE:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- I will actively support my child's participation in the STEM Program.
- I will ensure that my child attends school on a regularly and timely manner.
- I will set **high educational expectation** for my child and emphasize the importance of school.
- I will take an active part/interest in my child's schoolwork especially work that he/she will do outside the class.
- I will ensure that all homework assignments are completed (all students receive daily homework Monday – Thursday).
- I will respond to all correspondence from the school in a timely manner.
- I will be willing to work as a partner by working closely with my child and the school staff to ensure that he/she follows the discipline plan, completes assigned work, and maintains a positive attitude in working to be successful.

Parent Signature _____ Date _____

Washington Elementary

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.



Karrone Meeks-Clark, Principal

Principal, Washington Elementary

About Our School

It is with great pleasure and enthusiasm that I welcome you to the 2018-19 school year at Washington Elementary STEM Magnet, a Science, Technology, Engineering, and Mathematics Magnet School. We strive to provide a safe, respectful, and stimulating learning environment that prepares all students with the necessary skills needed to compete in the 21st Century.

Washington Elementary STEM Magnet is dedicated to the efficacy of public education by adopting the following 5 Major Principles for Learning:

1. Project-Based Learning with integrated Content Across STEM Subjects
2. Integrated technology and virtual Learning
3. Authentic Assessments and exhibition of STEM Skills
4. Professional Development on integrated STEM curriculum and community partnerships
5. Connections to effective In and Out of school STEM programs

Our school, centered on these five principles, has clear goals, a common language, and shared beliefs about learning amongst all members of the school community. Together, we will systematically define our own challenges and search for unique solutions that build on our strengths. Integral components of our philosophy include providing meaningful staff development and support, establishing trust and communication between home and school, developing and implementing Inquiry/ Project Based Learning, and adopting a "No Excuses" attitude when it comes to our students' achievement.

I am confident that we will work together as students, educators, families, and community partners to create the best inquiry-based learning (approaches to learning that are based on the investigation of questions, scenarios or problems) environment for all students. It is my belief that communication is one of the most important keys to a positive learning environment and that is exactly what we, at Washington Elementary STEM Magnet, aim to provide. Again, welcome to our Washington Community and best wishes for an enjoyable, productive, and successful school year! I look forward to meeting each of you and encourage you to take an active role in your child's educational journey.

Contact

Washington Elementary
1520 North Raymond Ave.
Pasadena, CA 91103-1819

Phone: 626-396-5840

Email: meeks.karrone@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 Elementary
Street	1520 North Raymond Ave.
City, State, Zip	Pasadena, Ca, 91103-1819
Phone Number	626-396-5840
Principal	Karrone Meeks-Clark, Principal
Email Address	meeks.karrone@pusd.us
Website	http://washington.pusd.us
County-District-School (CDS) Code	19648816119549

Last updated: 1/1/2020

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

School Vision:

The vision of Washington Elementary STEM Magnet is to be a state and nationally recognized school by demonstrating success of all students. We will provide a safe, collaborative environment built on the pillars of respect, trust and academic excellence in a positive and caring atmosphere.

Mission:

Washington STEM exists for the purpose of preparing ALL students to become future-ready students in the 21st Century. As a community of learners, we are committed to the development of Critical thinking, Communication skills, Collaboration, Creativity, positive attitudes and respect for self and others. As a community of learners, we will address the individual needs of every child every day.

Values:

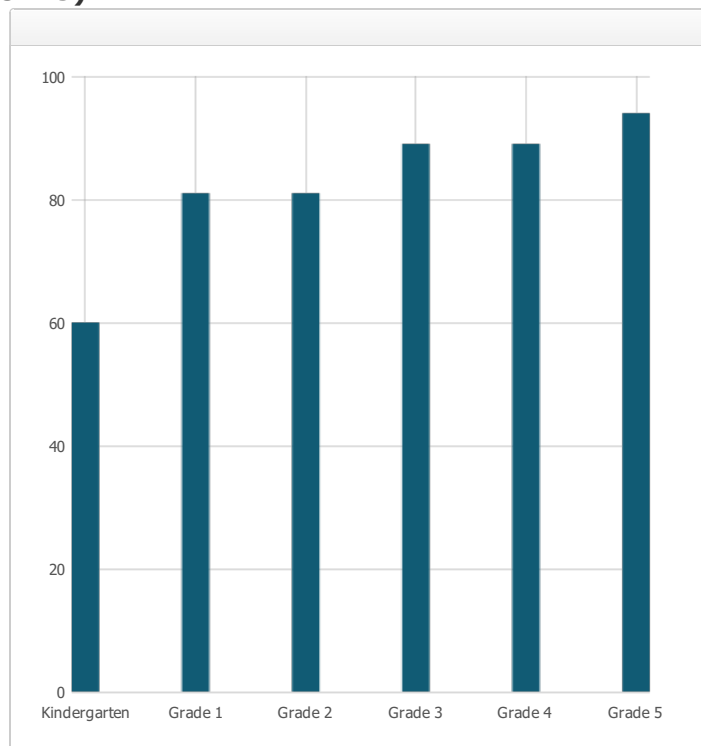
In order to fulfill the vision of Washington Elementary STEM Magnet, we will:

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

Last updated: 1/14/2020

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	81
Grade 2	81
Grade 3	89
Grade 4	89
Grade 5	94
Total Enrollment	494



Last updated: 1/1/2020

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

Student Group	Percent of Total Enrollment
Black or African American	12.60 %
American Indian or Alaska Native	%
Asian	0.40 %
Filipino	1.60 %
Hispanic or Latino	84.40 %
Native Hawaiian or Pacific Islander	%
White	1.00 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.50 %
English Learners	32.40 %
Students with Disabilities	7.90 %
Foster Youth	1.40 %
Homeless	2.40 %

A. Conditions of Learning

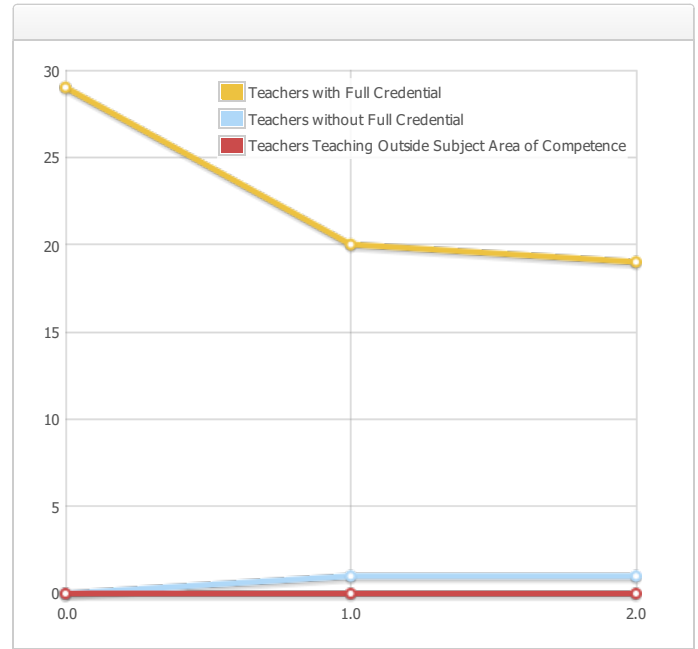
State Priority: Basic

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

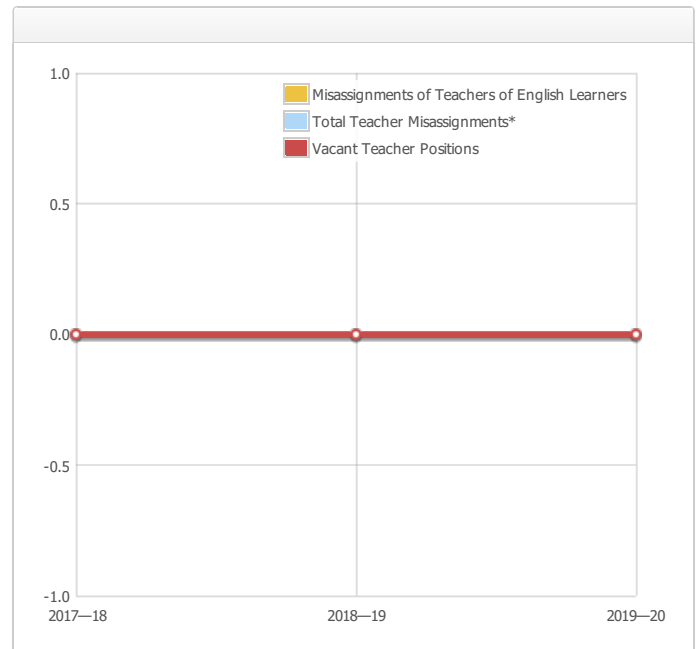
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	29	20	19	718
Without Full Credential	0	1	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



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*	0	0	0
Vacant Teacher Positions	0	0	0



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	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			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 Elementary STEM Magnet was originally constructed in 1923 and is currently comprised of 35 classrooms, a counseling room, one RSP/ Special Education room, a library, two computer labs, a staff lounge, a cafeteria, and two playgrounds. The oldest renovations to the campus occurred between 2001 and 2005 and included the relocation of the main office, classroom upgrades, and new landscaping around the campus.

In 2018, the school completed construction on a new multipurpose room - cafeteria, science lab, and a fourth and fifth-grade wing.

Cleaning Process

Washington Elementary STEM Magnet 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 Elementary STEM Magnet'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: 1/12/2020

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	Work Orders have been or will be issued.
Interior: Interior Surfaces	Fair	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	Poor	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Work Orders have been or will be issued.

Overall Facility Rate

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

Overall Rating	Fair
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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)	36.0%	37.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	33.0%	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	271	265	97.79%	2.21%	37.36%
Male	136	134	98.53%	1.47%	31.34%
Female	135	131	97.04%	2.96%	43.51%
Black or African American	35	33	94.29%	5.71%	30.30%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	229	225	98.25%	1.75%	36.89%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	244	240	98.36%	1.64%	36.25%
English Learners	145	141	97.24%	2.76%	26.95%
Students with Disabilities	32	32	100.00%	0.00%	9.38%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	13	12	92.31%	7.69%	33.33%

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	271	265	97.79%	2.21%	32.83%
Male	136	134	98.53%	1.47%	32.84%
Female	135	131	97.04%	2.96%	32.82%
Black or African American	35	33	94.29%	5.71%	21.21%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	229	225	98.25%	1.75%	32.89%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	244	240	98.36%	1.64%	29.58%
English Learners	145	141	97.24%	2.76%	28.37%
Students with Disabilities	32	32	100.00%	0.00%	15.63%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	13	12	92.31%	7.69%	25.00%

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

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
5	23.30%	22.20%	14.40%

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)

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, WESM encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the 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: 1/12/2020

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

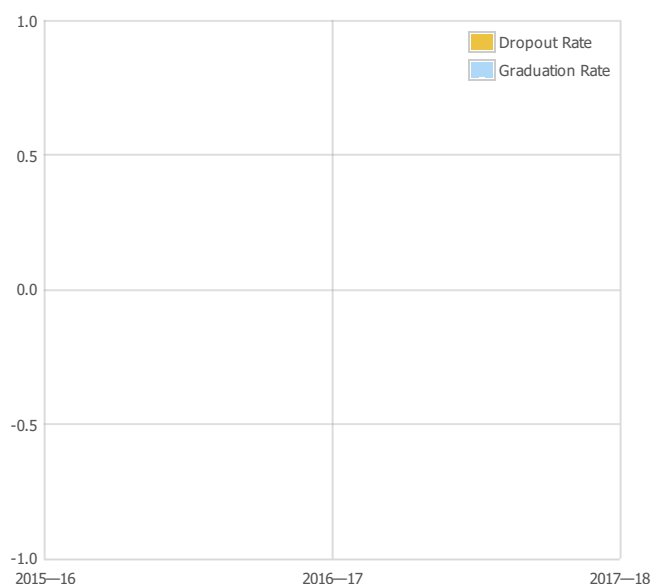
- High school dropout rates; and
- High school graduation rates

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	5.10%	6.80%	3.70%	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 of Washington Elementary STEM Magnet. Students are supervised throughout the day by teachers, parent volunteers, noon aides, and campus aides. Visitors must sign in at the front office and wear a visitor's badge at all times while on campus.

The School Site Safety plan is updated annually in the spring by the School Site Council and plan most recently updated and reviewed with school staff in 2019. Key elements of the safety plan include steps for the ingress and egress of traffic, dress code, and a stringent visitor policy.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a monthly basis throughout the school year.

Last updated: 1/12/2020

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	22.00	1	4	
1	20.00	2	2	
2	25.00		4	
3	24.00		4	
4	21.00	1	3	
5	20.00	1	4	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	5		
1	22.00		4	
2	21.00	3	1	
3	22.00		4	
4	22.00	2	2	
5	18.00	2	2	
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	20.00	2	1	
1	27.00		3	
2	27.00		3	
3	22.00		4	
4	30.00		3	
5	31.00		3	
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.

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

Title	Ratio**
Counselors*	0.00

*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.

**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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
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	\$8690.95	\$1761.81	\$6929.14	\$73133.28
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	14.86%	0.49%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-7.69%	-10.85%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Washington receives Title I and LCFF funds which allow us to provide additional opportunities that support and build upon the core principles that WESM has established for our students, staff, and parents. Some of the additional support include the following:

1. Class size reduction classes
2. School hour and after school clubs
3. Teacher resources
4. Coaches and support staff
5. Additional support for student safety
6. Student incentives for academics, social development, and attendance
7. Parent education classes

Washington Elementary STEM Magnet is a state and nationally recognized school, demonstrating the success of all students. We provide a safe, collaborative environment built on the pillars of respect, trust and academic excellence in a positive and caring atmosphere.

Washington STEM exists for the purpose of preparing ALL students to become future-ready students in the 21st Century. As a community of learners, we are committed to the development of Critical thinking, Communication skills, Collaboration, Creativity, positive attitudes and respect for self and others. As a community of learners, we address the individual needs of every child every day. In order to fulfill the vision of Washington Elementary STEM Magnet, we are committed to:

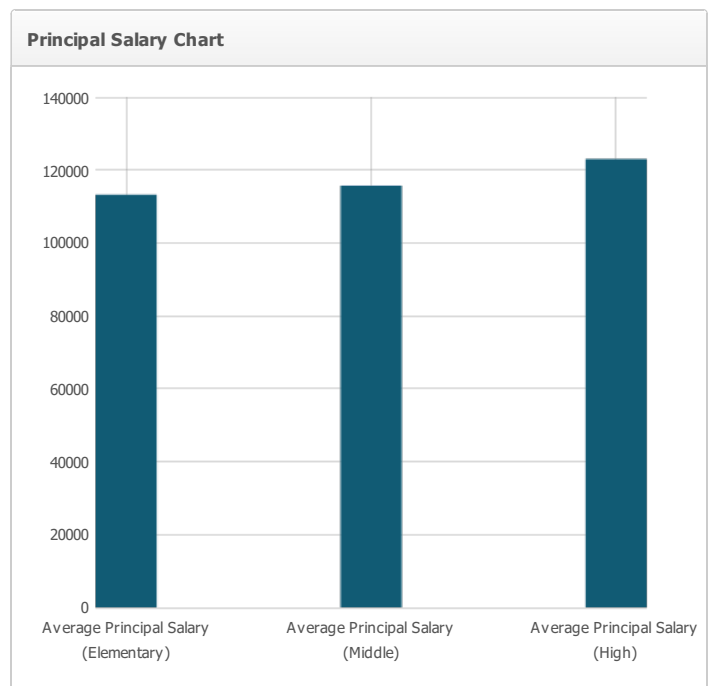
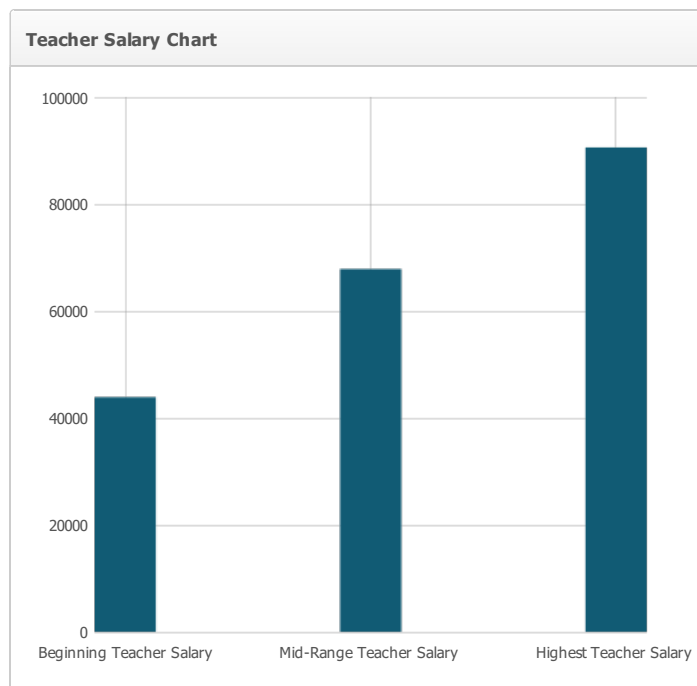
1. Providing a creative, inviting, safe learning environment;
2. Fostering partnerships with students, staff, families, and community to work for the success and well-being of all;
3. Establishing high expectations to maximize learning potential by addressing individual needs;
4. Modeling a positive and respectful attitude;
5. Accepting responsibility for global learning and personal growth;
6. Utilizing data to drive instruction and meet the needs of every child every day.

Last updated: 1/14/2020

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: 1/17/2020



School Site Council Membership 2020-2021

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

Members	Officer Position	Year of Term	Principal	Teachers	Other Staff	Parent/Community
Karrone Meeks	Principal	X	X			
Debbie Afsharian	Chairman	1st		X		
Leira Ruperto	Secretary	1st				X
Sumi Oh	Council	1st		X		
Mel Renteria	Council	2nd		X		
Ana Vasquez	Council	1st		X		
Vanessa Ixta	Council	1st			X	
Maria Chavez-Gonzalez	Council	2nd				X
Isabelita Domingo	Council	1st				X
Andrea Garcia	Council	2nd				X
Sheila Manzano	Council	2nd				X
Violeta Santacruz	Council	2nd				X
Total Number of Members		12	1	4	1	6

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

Revision Date: April 22, 2020



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

Fill in your plan and provide the Theory of action Statements Below (this is an example)

Problem Statement	Long-term Outcome (Outcome/Need)
	Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Provide frequent positive check-ins and support to our "At Risk" students (students who are suspended)	Students will receive immediate positive correctives to redirect inappropriate behavior and responses	Continue to reduce the number of African American students who are suspended from school each year	Suspension Rate for All Students will decrease the baseline of 3.7 (Yellow) from 2019 by a total of -0.7 or more (to reach Green) with a stretch goal of -2.7 or more (to reach Blue) to end at 3 or lower by the end of the 2020-2021 school year.
Provide targeted small-group instruction with on-going student-teacher conferencing on a weekly basis for our English Learners	Students know the tools needed to work on their specific language needs.	Increase EL Student achievement levels in reading, writing, listening, speaking, and math scores.	CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -53.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a

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Washington Elementary STEM Magnet

			stretch goal of 5 or more (to reach Green) to end at -50.7 or higher by the end of the 2020-2021 school year.
Provide frequent monitoring and incentives for Kinder and 1st grade students who are <i>chronically absent</i>	Students will become motivated to attend school	Increase the number of Kindergarten and 1st grade student's daily attendance	Chronic Absenteeism for All Students will decrease the baseline of 13.2 (Yellow) from 2019 by a total of -3.2 or more (to reach Green) with a stretch goal of -8.2 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.
Provide for our <i>SpEd students</i> ongoing progress monitoring; provide instruction in multiple modalities; and provide students with models / pre teaching, etc.	SpEd Students will gain the skills needed to access the curriculum	Ensure SPED students will be able to set and monitor their own progress, learn in multiple ways, and close the academic gap in Reading and Math	CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -124.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at -121.8 or higher by the end of the 2020-2021 school year.



Washington Elementary STEM Magnet

Provide All Students and Student Sub-Groups with small-group instruction in the area of English Language Arts , coupled with student-teacher conferencing on a weekly basis.	Differentiate English Language Arts instruction to meet All Students academic needs.	Close reading and writing gaps for All Students not at grade-level.	CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -36.8 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 31.8 or more (to reach Green) to end at -33.8 or higher by the end of the 2020-2021 school year.
Provide All Students with small-group instruction in the Area of Mathematics , coupled with student-teacher conferencing on a weekly basis.	Students will receive Differentiate instruction to meet their individual academic needs.	Increase All students, with a focus on English Learners and SpEd. students' performance in the area of Mathematics	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -37.7 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 12.7 or more (to reach Green) to end at -34.7 or higher by the end of the 2020-2021 school year.



Washington Elementary STEM Magnet

(for each specific goal)

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

(Provide your Theory of Action here)

IF WESM teachers are provided a repository of standards-aligned, on going coaching, evidence based programs and practices for school and student improvement

THEN WESM will have access to evidence based, standards-aligned programs, practices, and strategies to implement in their classroom

AND

IF Teachers and Instructional coaches are trained on how to plan, monitor, and provide feedback for co-teaching models of instruction

THEN WESM will accelerate the implementation and integration of specific evidence based practices in their classroom

SO THAT Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

IF Professional development is provided on effective use of MTSS frameworks for building school intervention plans

THEN School sites will have consistent frameworks for accessing what interventions and supports are available/appropriate for each student

SO THAT Teachers integrate appropriate feedback regarding their practices while utilizing standards-aligned, evidence based programs aligned to student outcomes.

WHICH LEADS TO

Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

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

	1	2	3
<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes?			
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 			
<u>High School</u>			
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 			
<u>All Grades</u>			
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 Principal's 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).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?			
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: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the 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: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 			

Section 6: Parent and Community Involvement

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

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

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

Section 7: Program Assessment

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

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

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

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

School:

Date Approved By School Site Council:

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

	date	topic		date	topic
1st meeting			3rd meeting		
2nd meeting			4th meeting		

WESM Math 2019-2020

Goal Setting: iReady

SMARTER Goals

- **Specific** -- A well defined goal can be clearly stated in 1 or 2 sentences... Identify the details of what will be accomplished.
- **Measurable**-- A measurable goal has a specific outcome to be achieved... Easy to assess success or failure.
- **Actionable**-- An acceptable goal can be broken into smaller chunks that require specific actions.
- **Realistic**-- A realistic goal is one that is achievable with the available resources and within the given time frame.
- **Timely**-- A timely goal is set in appropriate time frame... Does each actionable step have a time frame? (short-term v. long-term)
- **Evaluable**-- An evaluable goal requires feedback, reflection and evolution... Who will provide feedback?

Previous WESM SMARTE Goals

- **SBAC Overall Achievement:** Students who met or exceeded standards
- In 2017-2018 ~34% WESM Students met or exceeded SBAC Overall Achievement standards
- 2018-2019 target: ~38% WESM Students will meet or exceed SBAC Overall Achievement Standards (125% the 2017-2018 PUSD rate of growth for Grades 3-5)---**2018-2019 Actual=33%**
- **iReady Diagnostic 3 Performance:** Final PUSD benchmark in April
- In 2017-2018 ~40% WESM Students were at or above level as indicated on iReady diagnostic 3 (Final PUSD benchmark in April)
- 2018-2019 target: ~45% WESM Students will be at or above level as indicated on iReady diagnostic 3 (Final PUSD benchmark in April)---**2018-2019 Actual=50%**
- **iReady Diagnostic Growth Rate:** Expected annual growth relative to initial placement.
- In 2017-2018 WESM students averaged ~92% the expected growth rate determined by Curriculum Associates for 2017-2018 (as measured by growth between diagnostic 1 and diagnostic 3)
- 2018-2019 WESM has adopted a growth target of 125% the i-Ready expected growth rate---**2018-2019 Actual=108%**

2019-2020 iReady WESM SMARTE Goals

In addition to the fact that we have access to 3 years worth of WESM iReady data that allows for the development of student, classroom, and schoolwide goals, there are additional benefits that allow for more frequent monitoring, evaluation, evolution.

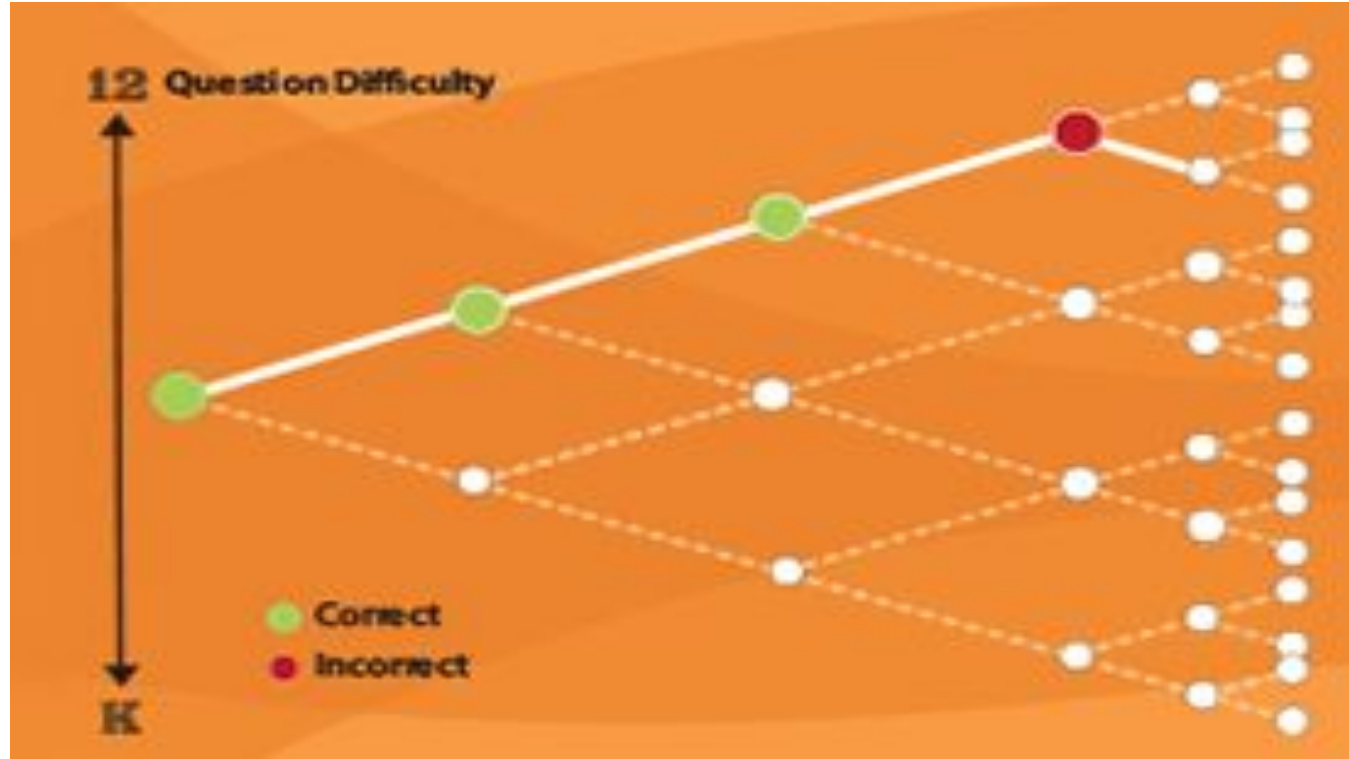
- Standardized format of the iReady program and its required use (across all WESM classrooms).
- Assessment frequency (frequent quizzes and trimesterly diagnostics allows for the creation and measurement of short term goals as opposed to the SBAC)
- Delivery format (easily accessible and within our available resources)

**** For the purposes of today's discussion, I am including several charts created from iReady reports over the last 3 years. While some of the following information is available in iReady reports as they are currently constituted, some of them required the disaggregation of the iReady data (I will be happy to meet with anyone later to discuss methodology).

Computer adaptive assessment begins with an average grade level question... Subsequent questions are increased or decreased in difficulty based on accuracy of response.

Value of each question is based upon difficulty (~% of students at grade level who will answer correctly). Scale score is determined after totaling values of responses.

Computer Adaptive Test



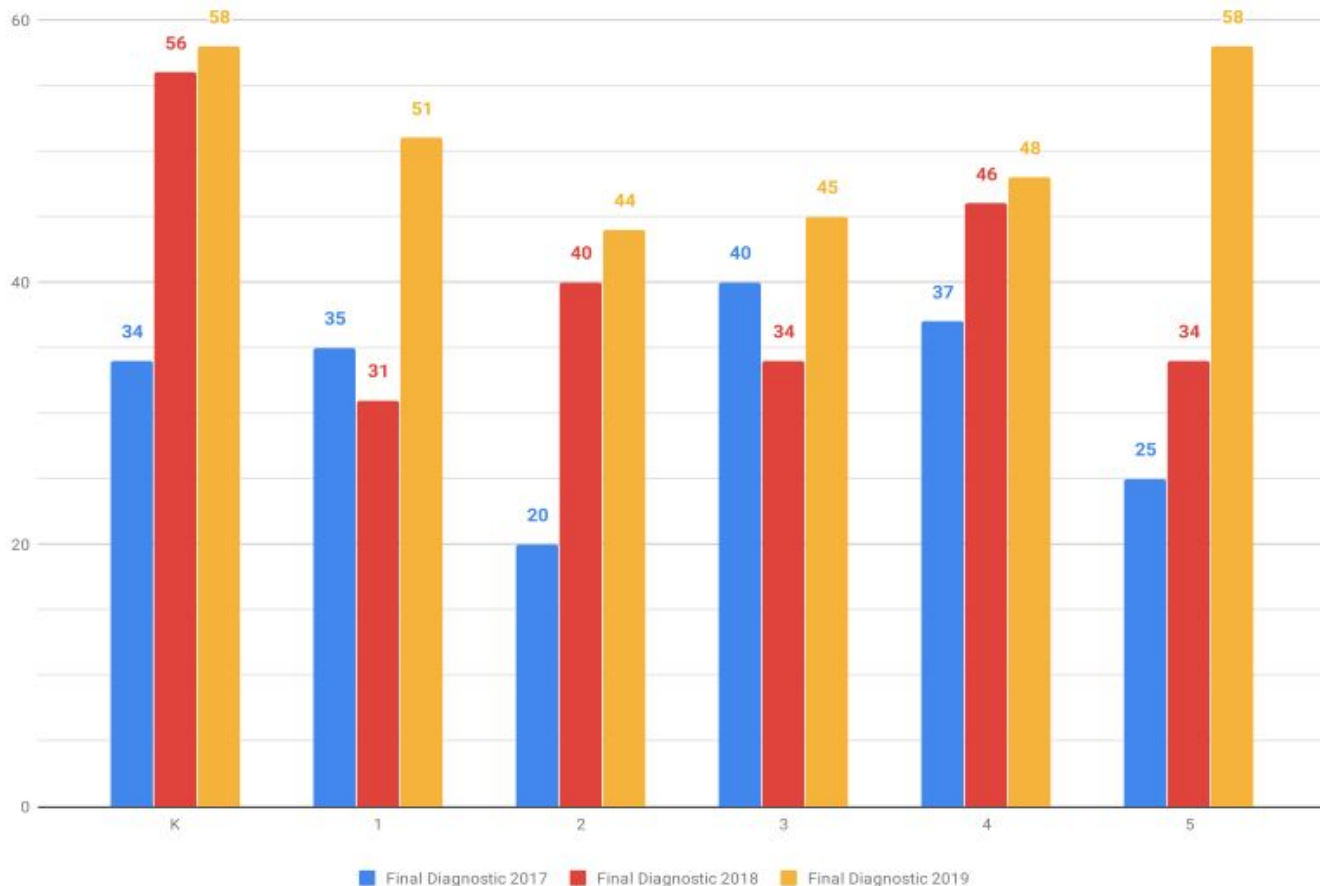
Comparison of final iReady diagnostic results from the last 3 years.

Totals are the percent of students On Level or Above (as indicated by iReady T3 Diagnostic).

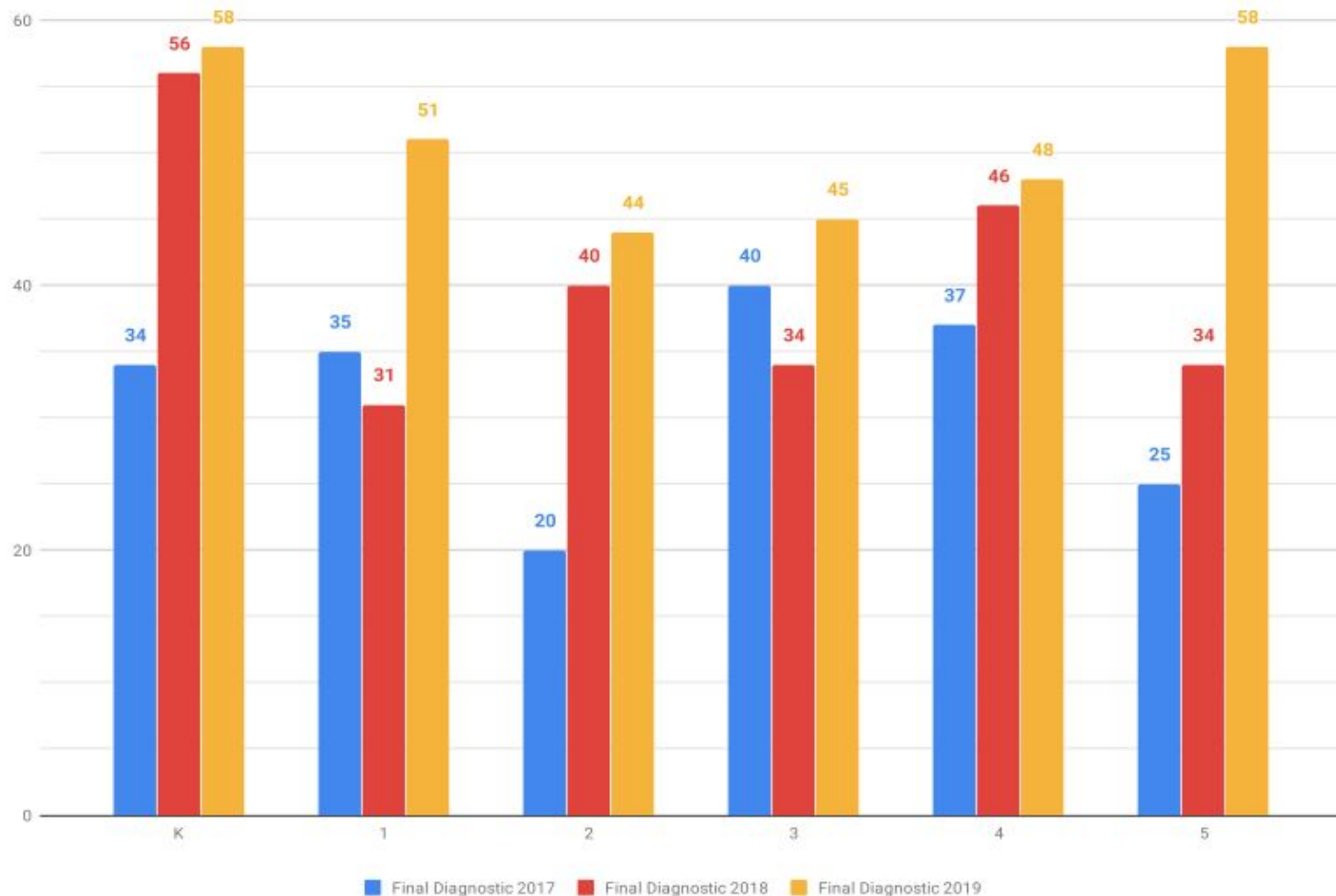
***Final diagnostic is given ~5 weeks before end of school.

Final Diagnostic % On Level or Above

iReady Percent of Students On Level or Above (Final Diagnostic)



iReady Percent of Students On Level or Above (Final Diagnostic)



Comparison of final iReady diagnostic results from the last 3 years.

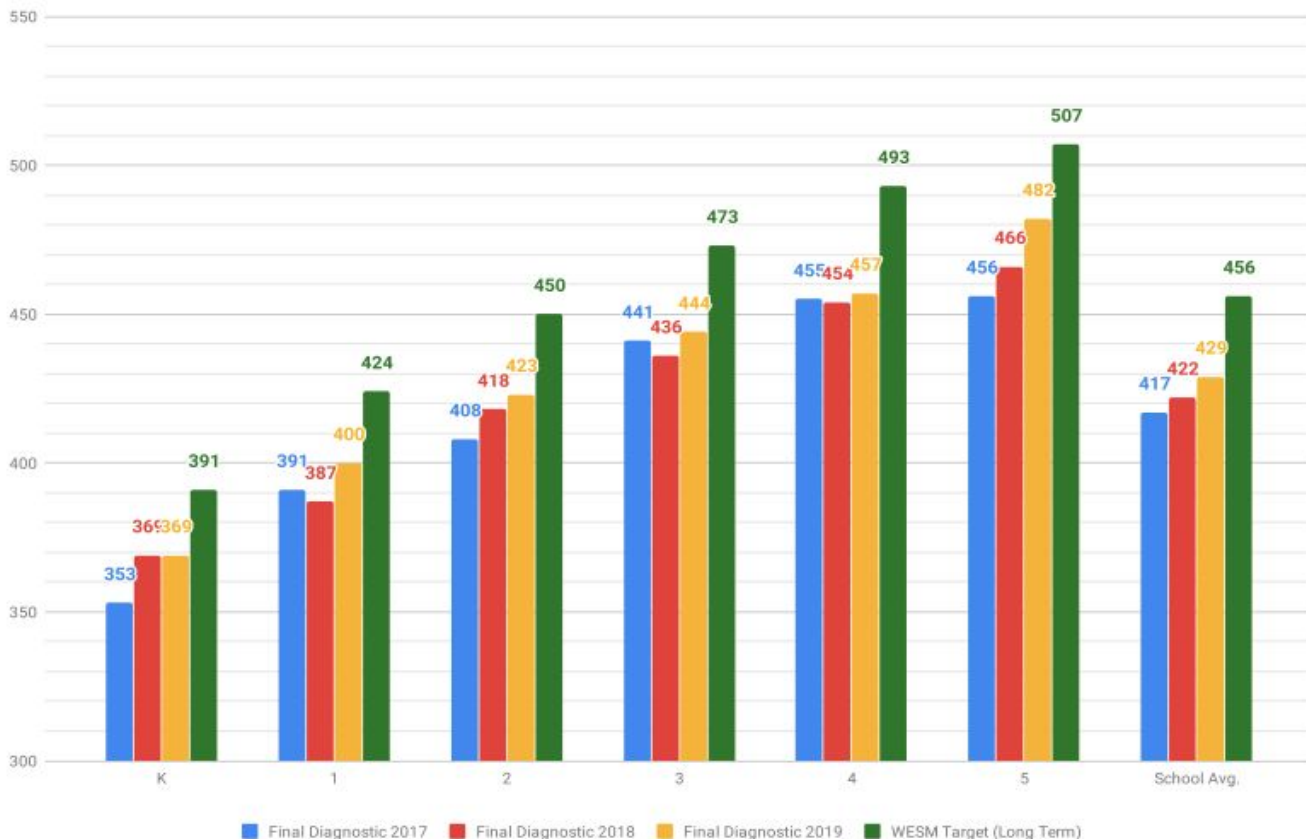
Totals are the median scale score (as indicated by iReady T3 Diagnostic)

***Median is midpoint of range of distribution of scores at respective grade levels

Final Diagnostic Median Scale Score

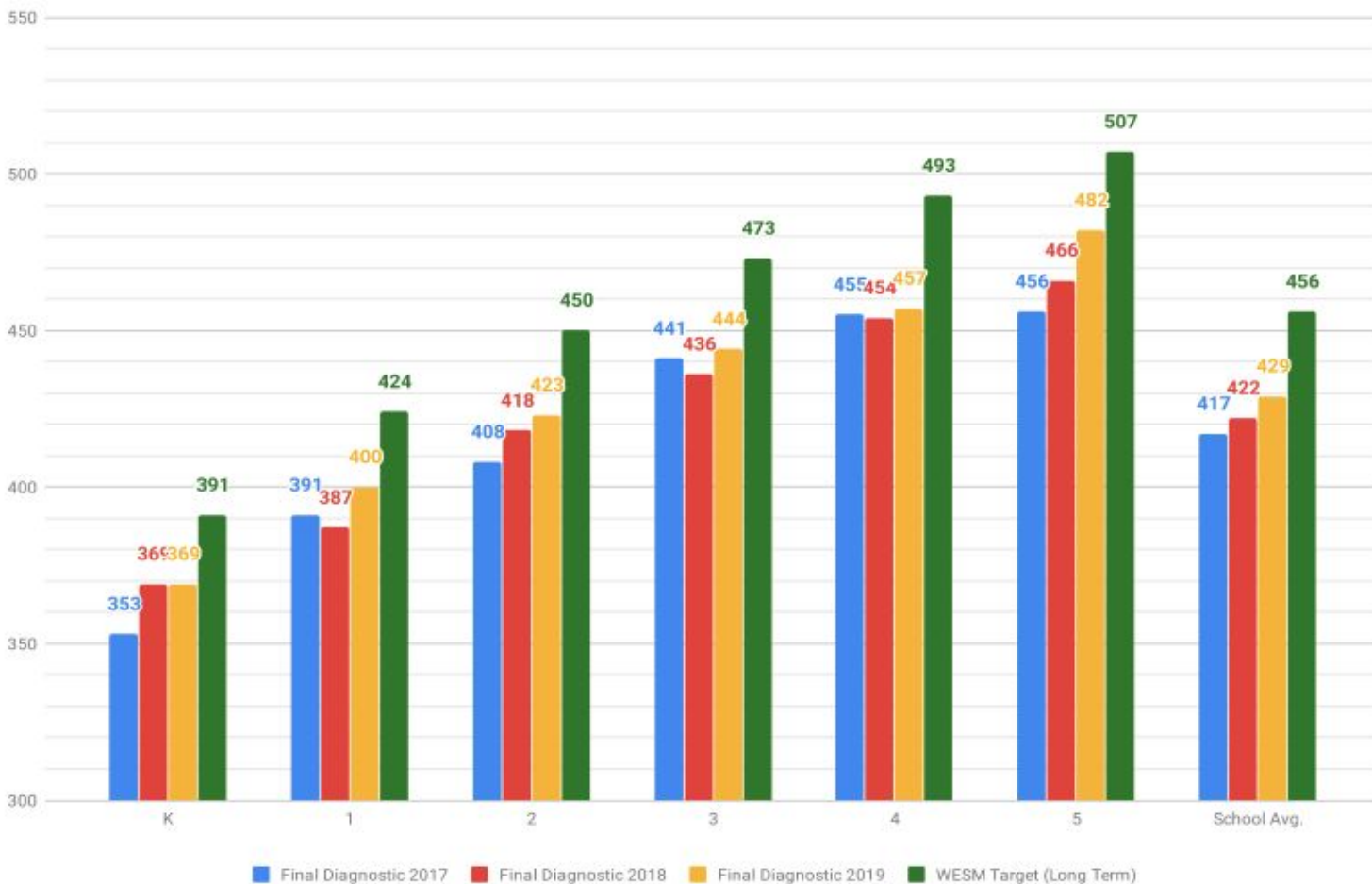
iReady Final Diagnostic (Average Scale Score)

~26 points expected growth per year of instruction



iReady Final Diagnostic (Average Scale Score)

~26 points expected growth per year of instruction

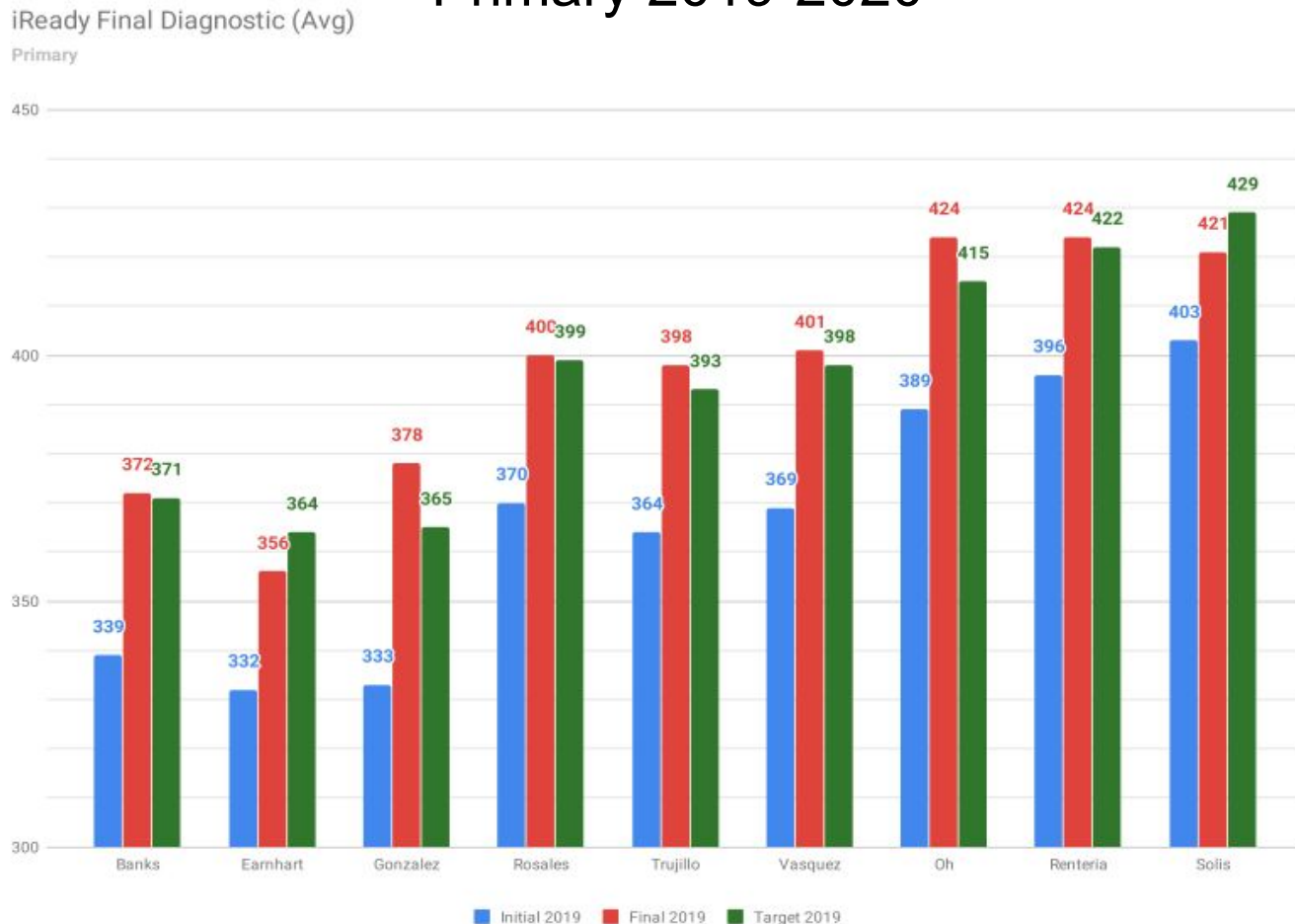


Comparison of initial and final iReady diagnostic results from the 2019-2020 school year.

Totals are the median scale score (as indicated by iReady T1 and T3 Diagnostics).

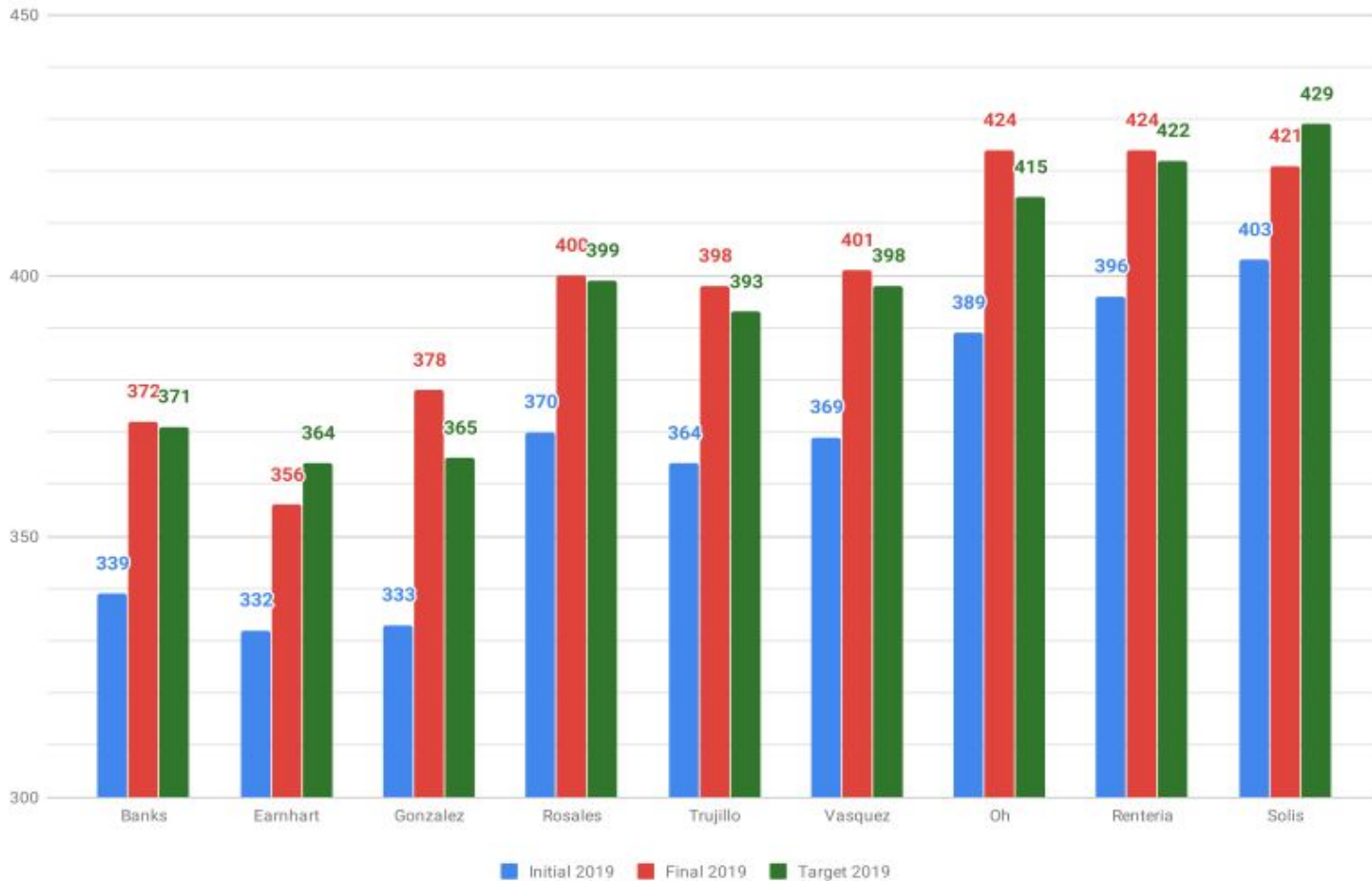
Growth Target is the average rate of growth of students at the respective grade levels (when not adjusting for initial placement levels of students).

Diagnostic Median Scale Score Growth T1 v. T3 Primary 2019-2020



iReady Final Diagnostic (Avg)

Primary

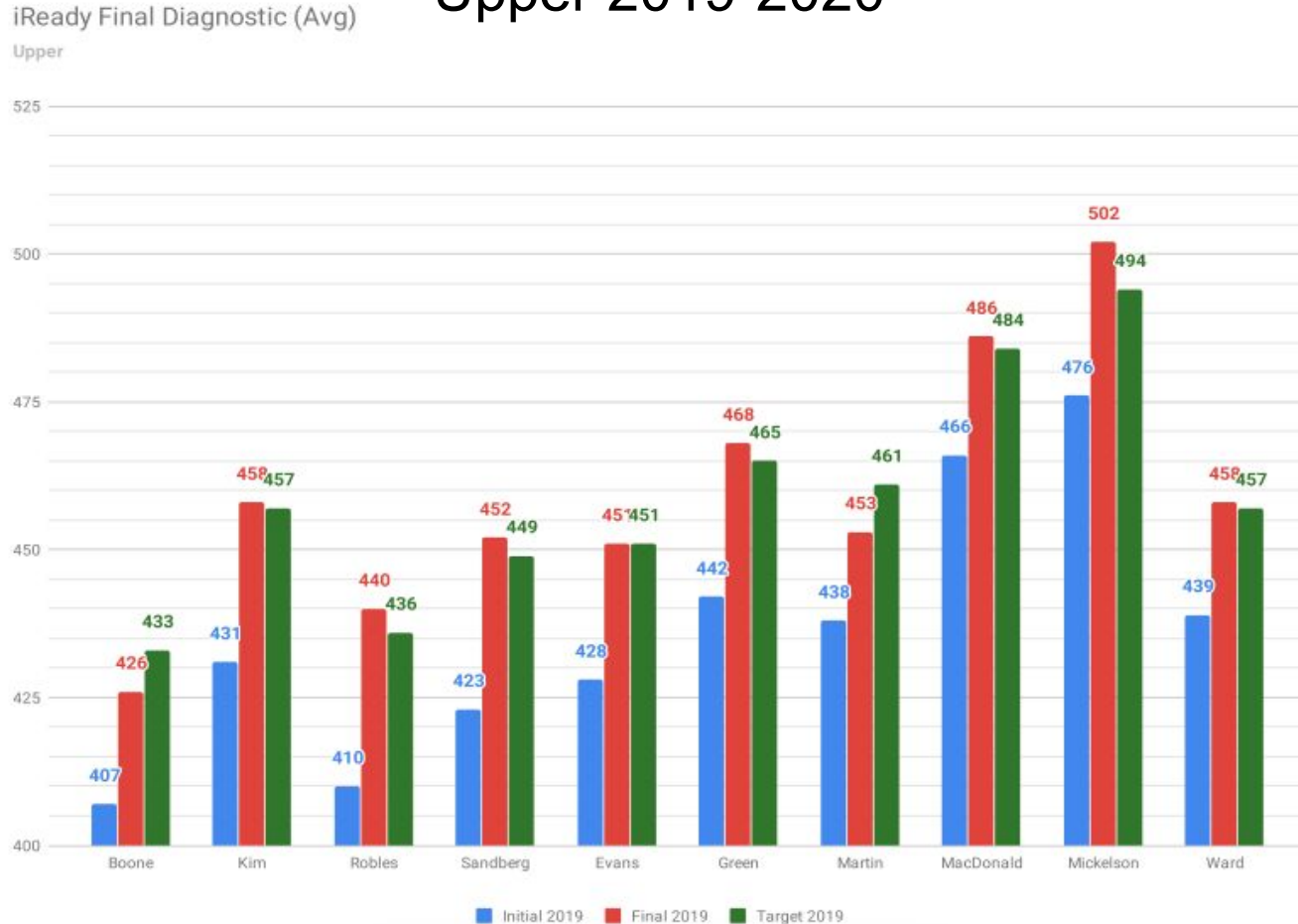


Comparison of initial and final iReady diagnostic results from the 2019-2020 school year.

Totals are the median scale score (as indicated by iReady T1 and T3 Diagnostics).

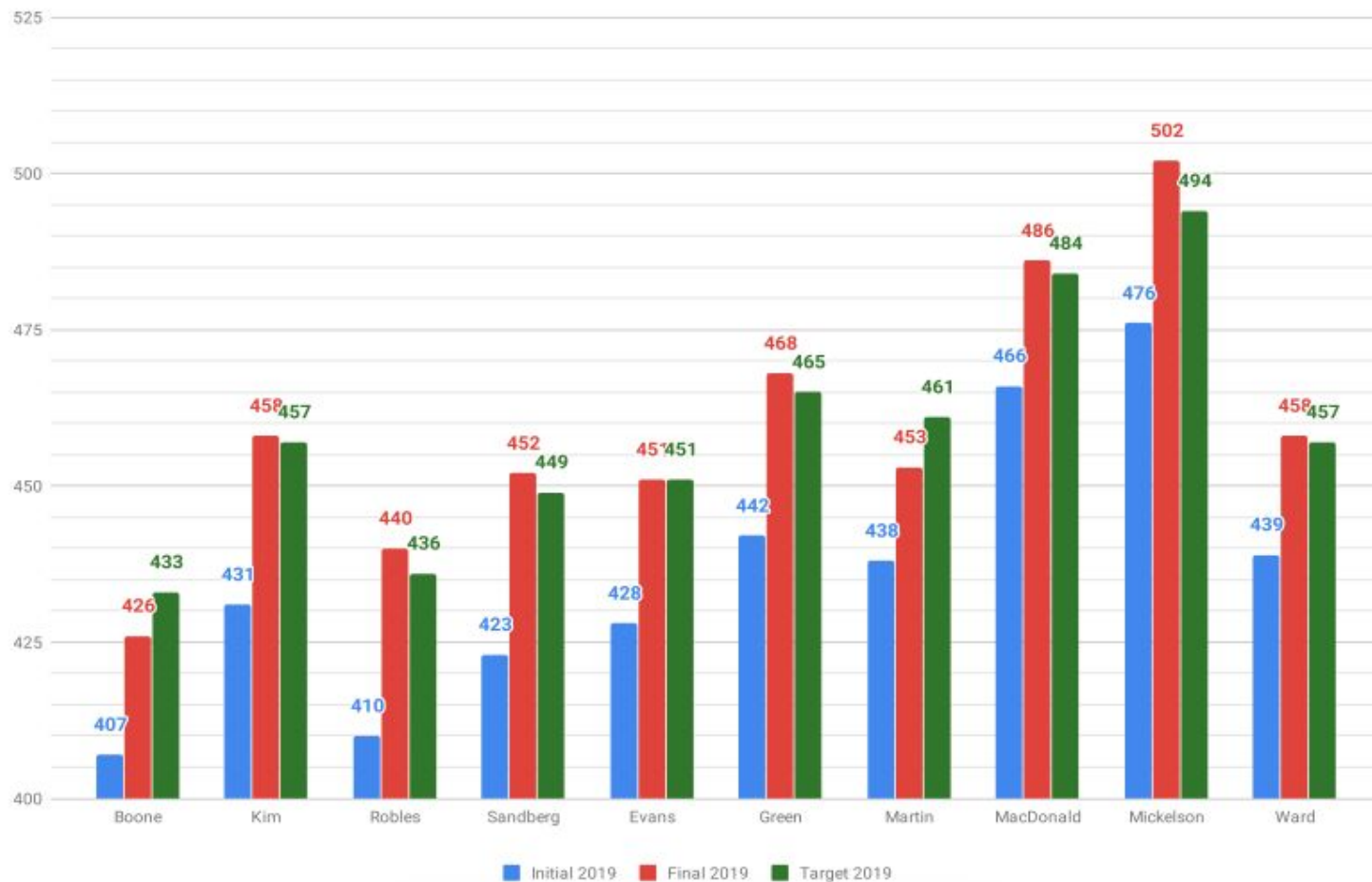
Growth Target is the average rate of growth of students at the respective grade levels (when not adjusting for initial placement levels of students).

Diagnostic Median Scale Score Growth T1 v. T3 Upper 2019-2020



iReady Final Diagnostic (Avg)

Upper



Totals are the median percent of expected growth target achieved by students (as indicated by iReady T1 and T3 Diagnostics).

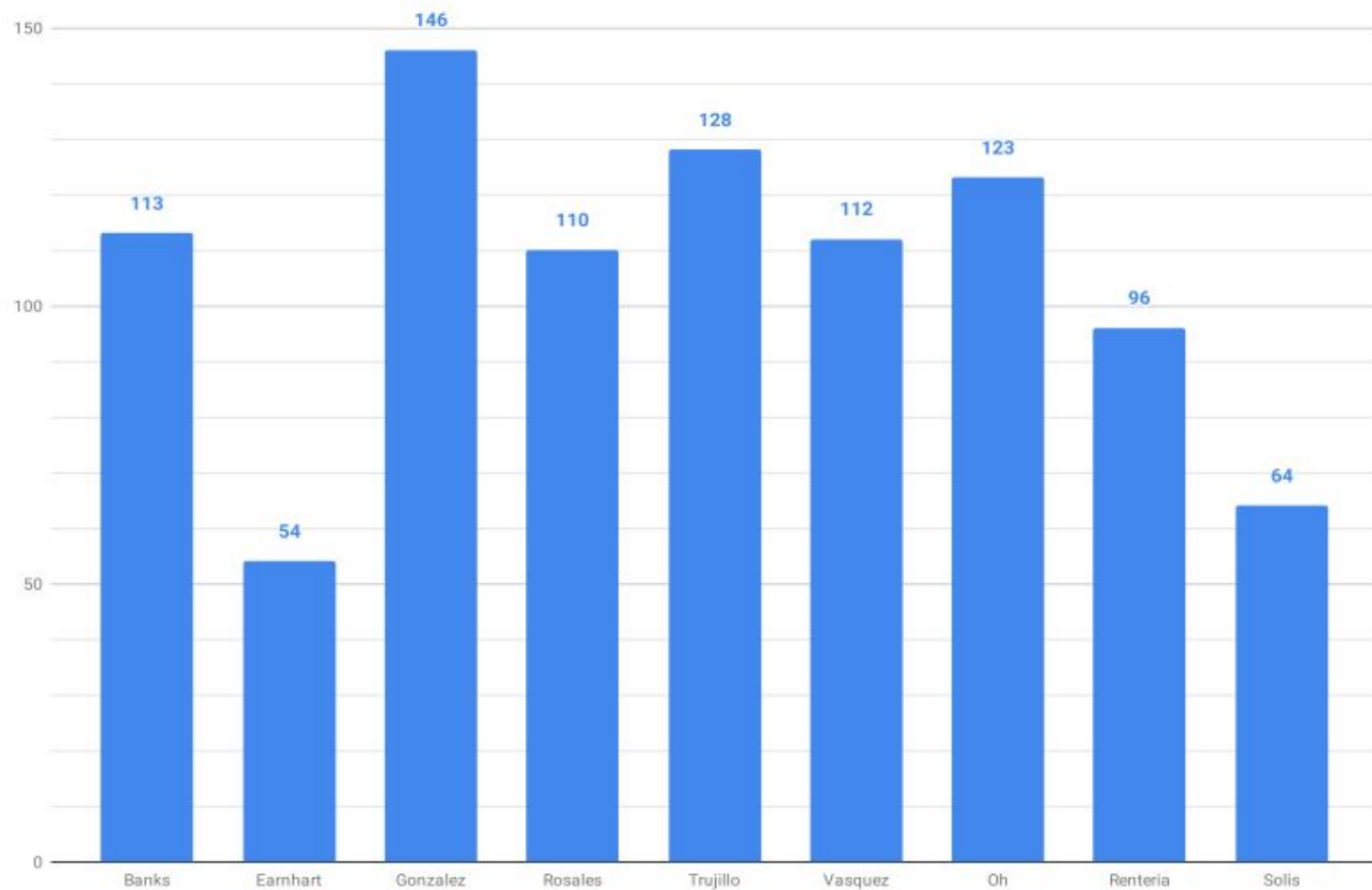
Expected growth rate varies by individual student and is based upon their initial placement levels.

Diagnostic Median Percent of Expected Growth Primary 2019-2020



iReady Percent Growth vs. Expected (Median)

Primary

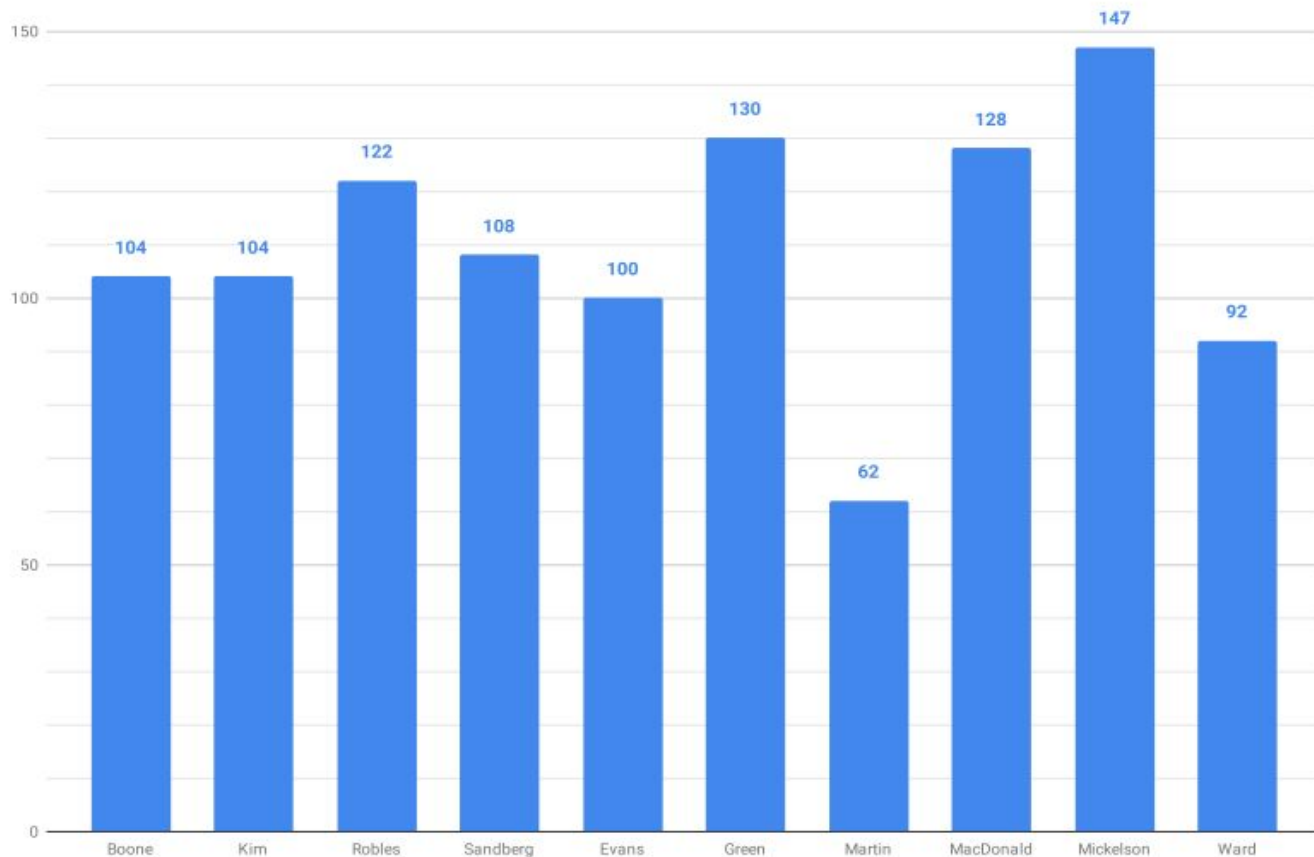


Totals are the median percent of expected growth target achieved by students (as indicated by iReady T1 and T3 Diagnostics).

Expected growth rate varies by individual student and is based upon their initial placement levels.

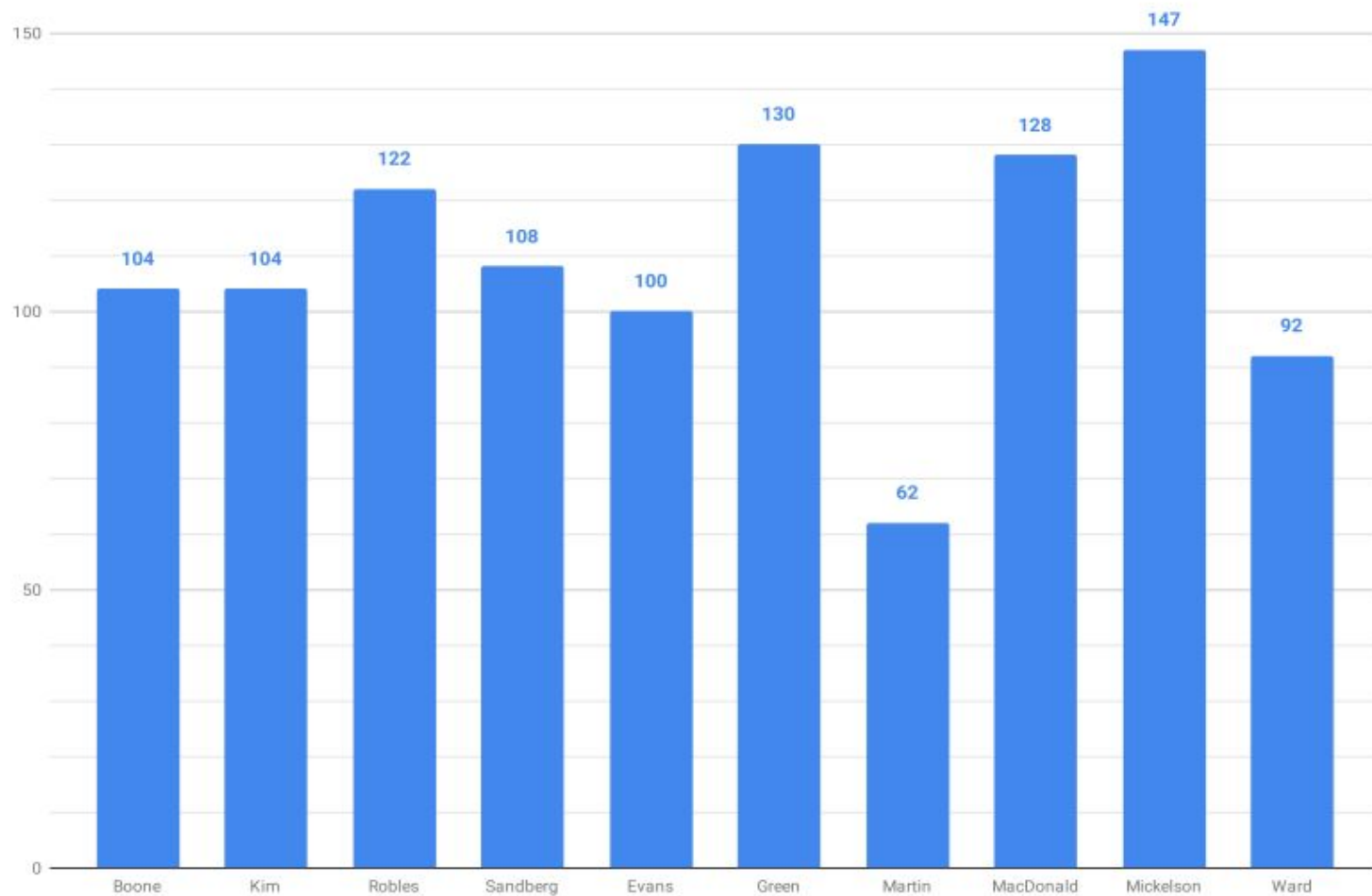
Diagnostic Median Percent of Expected Growth Upper 2019-2020

iReady Percent Growth vs. Expected
Upper



iReady Percent Growth vs. Expected

Upper

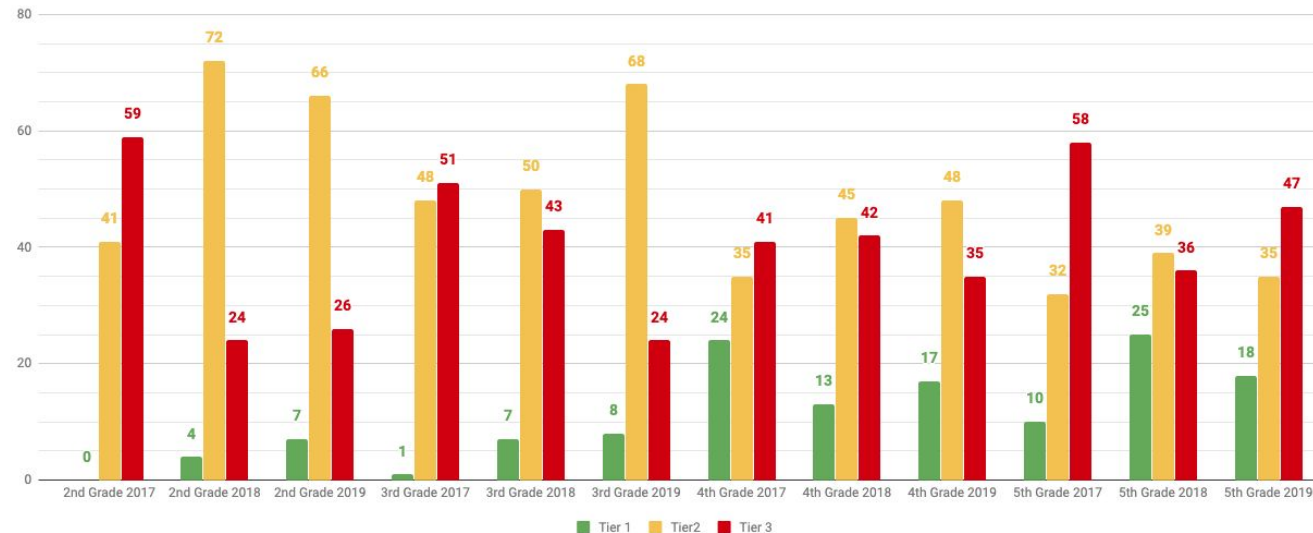


Comparison of initial iReady diagnostic results from the last 3 years.

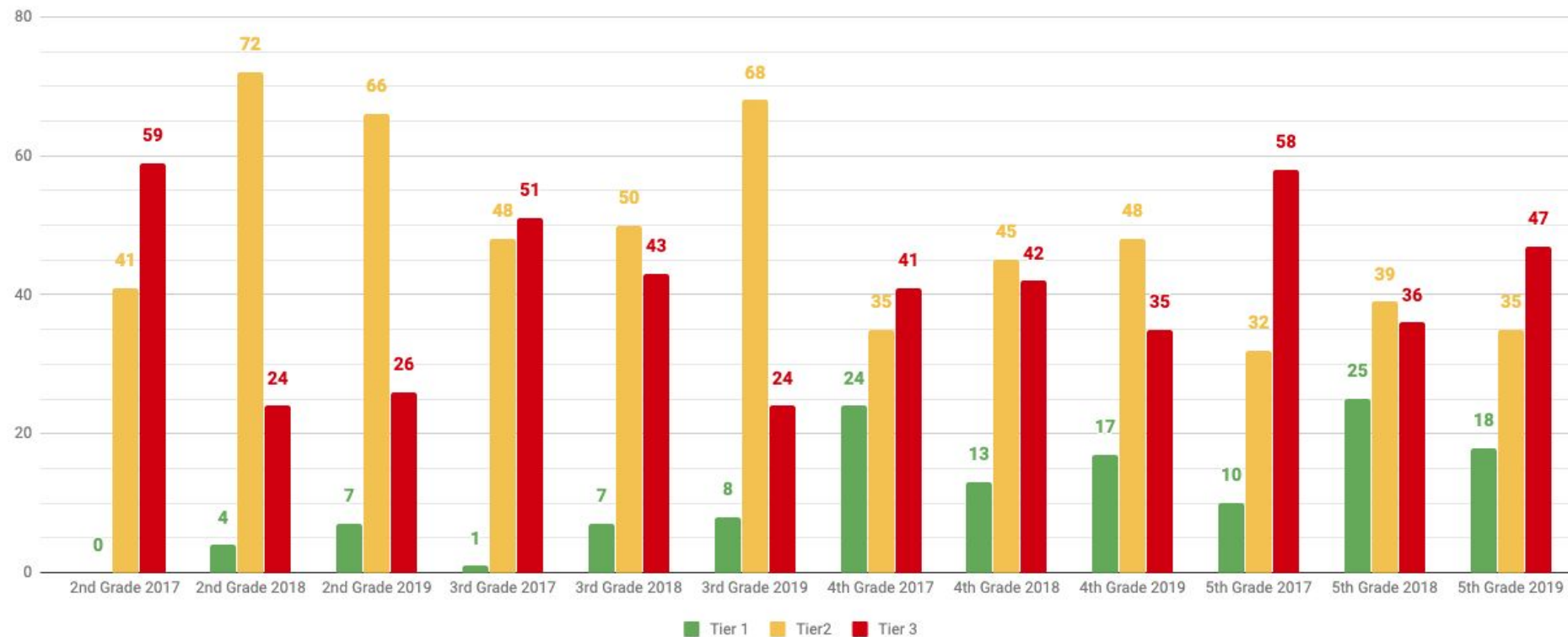
Totals are the percent of students On Level or Above (as indicated by iReady T1 Diagnostic)

iReady Initial Diagnostic Tier Comparison

iReady Initial Diagnostic Tier Comparison



iReady Initial Diagnostic Tier Comparison



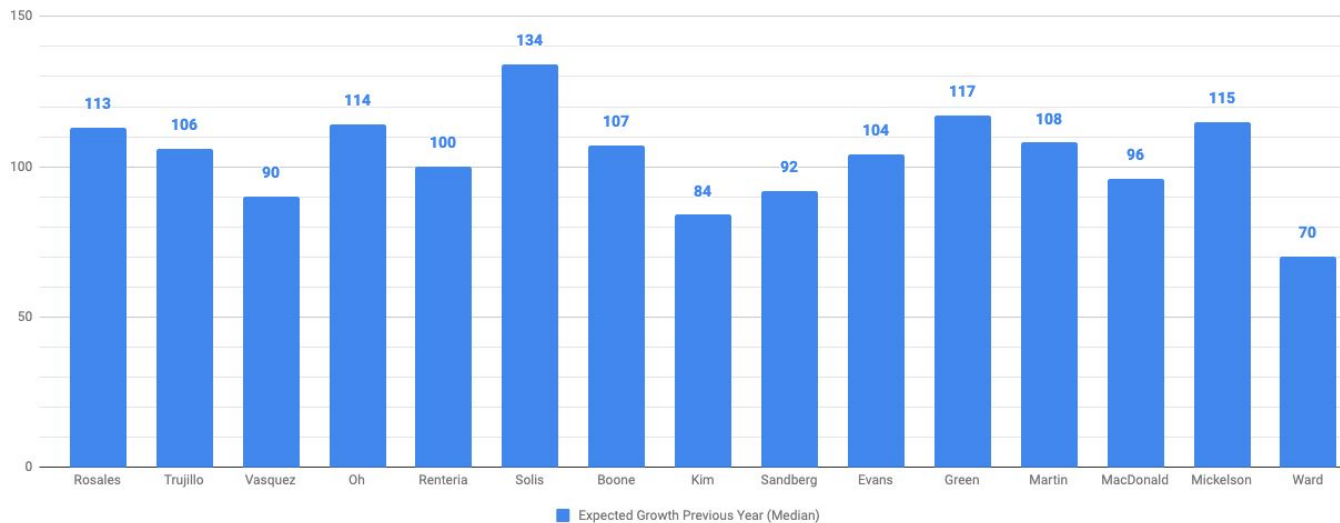
Current class rosters (2019-2020) and the median percent of expected growth target achieved by these students in the previous year (2018-2019).

*** This chart presents a measure of pre existing disparities in the success rates of respective classes... Variance may be a reflection of many underlying factors (attendance, home environment, motivation, wifi access, etc).

% of Expected Growth Achieved in Previous Grade Current Class Roster

2020 Initial iReady Scale Score Classroom Growth vs Expected Growth Previous Year (2019)

Primary



2020 Initial iReady Scale Score Classroom Growth vs Expected Growth Previous Year (2019)

Primary

