School Year: **2024-25**

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		

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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 K - 2 students will demonstrate proficiency in Word Recognition through the development of Phonological Awareness, Decoding, and Site Recognition. In addition, our 2nd - 3rd grade students will demonstrate proficiency in Language Comprehension as teachers provide strong instruction in the areas of Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, and Literacy Knowledge.

Our K - 5 students will demonstrate Mathematical proficiency through the areas of Adaptive Reasoning, Strategic Competence, Conceptual Understanding, Procedural Fluency, and Productive Disposition. Students will build these competencies through Strong Instruction, High Quality Materials, and teacher fidelity of Implementation.

These goals are in alignment with the District goal 1: "Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement."

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Prior to presenting our goals to the School Site Council for approval, WESM's goals and budget were presented our stakeholders: ELAC, AACP. WESM staff, and the general school community.

Resource Inequities

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

In order to meet our student goals for English Language Arts that require that K - 2nd students gain and master the skills needed to become proficient in Word Recognition, it is imperative that teachers have Good Quality text which provided standard based curriculum that provided logical and sequential presentation of a solid base of Phonological Awareness, Decoding, and Site Recognition. In addition, our 2nd - 5th grade students will need High Quality Text that provide a standard based curriculum supporting their understanding and mastery in Language Comprehension skills through building Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge.

School Vision and Mission

Mission Statement
Washington Elementary STEM Magnet provides a rigorous science, technology, engineering, and mathematics-based curriculum that addresses the needs of each student. Our students become responsible, scientifically and technologically-literate global citizens through the development of critical thinking, communication, collaboration, and creative skills. With the addition of our 2022 Magnet Schools Assistance Program award, we endevor to instill

stewardship for the Earth through our Environmental Studies focus coupled with awareness of other cultures through our World Language program.
Vision Statement
Washington Elementary STEM Magnet will be a culturally diverse school, nationally recognized as an exemplary leader in STEM education, environmental studies, and world language for all of our elementary students. We will provide a safe, nurturing, and collaborative learning environment that encourages respect, trust, and academic excellence.

School Profile

What Makes Our School Unique?

Washington STEM Magnet offers an Integrated Environmental Studies curriculum for all students and weekly opportunities to enhance and explore their learning through our Imagination Workshop, that is equipped with a tool wall, wind tunnels, Lego building tables. As well, we offer weekly visits to our STEM Laboratory that includes a Tinker corner and a Hydroponic garden. Their Environmental Studies journey continues into our Outdoor native garden classroom, investigating ecological challenges, and engaging in the examination of Natural and Human-made environments and through impacts of our Farm-to-Table program, students will have opportunities to harvest and prepare the food that they grew in our Environmental Studies Kitchen. And that's not all...All students will engage in weekly World Language Spanish classes where they will have their passports stamped after they learn about various Spanish languages, dialects, cultures, food, and more from various regions.

What Does Our School Offer?

Washington Elementary STEM Magnet provides a rigorous Science Technology, Engineering, and Mathematics- based curriculum that addresses the needs of each student. With our new Magnet grant, we are also able to offer students an Integrated environmental studies curriculum, a STEM laboratory, a Imagination workshop, Spanish Language, Technology Innovation Lab that teaches 3D printing, coding, and robotics, Cooking classes, and much more.

What is our Student Population and Profile?

Washington currently serves approximately 450 students in Transitional Kindergarten through Fifth grade. Approximately 9% are African American, 86% Hispanic, 3% White, 35% of our students are English Learners, 2% are Foster Youth, 86% Socioeconomically Disadvantaged.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	1	
African American	9.60%	8.87%	10.39%	41	45	45
Asian	%	0%	0.23%	-	4	1
Filipino	2.34%	1.23%	1.85%	10	7	8
Hispanic/Latino	84.31%	85.47%	82.45%	360	370	357
Pacific Islander	%	0%	%	-	0	
White	1.87%	2.96%	2.77%	8	13	12
Multiple/No Response	1.64%	1.23%	1.62%	7	10	7
			Total Enrollment	427	450	433

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	80	83	80
Grade 1	68	72	60
Grade 2	66	58	72
Grade3	59	66	73
Grade 4	74	60	67
Grade 5	80	67	66
Total Enrollment	427	406	433

Conclusions based on this data:

1. Washington's largest subgroup remains Hispanic / Latino and we have a large English Learner population.

2. Compared to previous years, our African American population is slightly increasing in numbers yet decreasing in the percentage of our total school population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	145	140	148	27.60%	34.0%	34.2%
Fluent English Proficient (FEP)	73	58	68	18.40%	17.1%	15.7%
Reclassified Fluent English Proficient (RFEP)	34	23		4.9%	8%	

Conclusions based on this data:

1. Over one third of Washington's student population are identified as English Learners.
2. In addition to the 35% identified English Learners, Washington has about 14% who are identified as Fluent English Proficient (FEP).
3. Our goal is to reclassify 10% each year; however, we did not meet that goal this year and only reclassified 6%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	59	67	0	59	67	0	59	67	0.0	100.0	100.0
Grade 4	80	72	61	0	69	61	0	69	61	0.0	95.8	100.0
Grade 5	94	83	69	0	82	69	0	81	69	0.0	98.8	100.0
All Grades	255	214	197	0	210	197	0	209	197	0.0	98.1	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.	2338.		5.08	5.97		15.25	7.46		25.42	22.39		54.24	64.18
Grade 4		2416.	2385.		7.25	1.64		14.49	8.20		27.54	31.15		50.72	59.02
Grade 5		2423.	2446.		9.88	7.25		11.11	28.99		13.58	13.04		65.43	50.72
All Grades	N/A	N/A	N/A		7.66	5.08		13.40	15.23		21.53	21.83		57.42	57.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	4.48		66.10	40.30		33.90	55.22
Grade 4		7.25	3.28		65.22	67.21		27.54	29.51
Grade 5		8.64	7.25		56.79	60.87		34.57	31.88
All Grades		5.74	5.08		62.20	55.84		32.06	39.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08	2.99		45.76	38.81		49.15	58.21
Grade 4		2.90	0.00		44.93	42.62		52.17	57.38
Grade 5		2.47	8.70		35.80	47.83		61.73	43.48
All Grades		3.35	4.06		41.63	43.15		55.02	52.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39	4.48		79.66	64.18		16.95	31.34
Grade 4		4.35	3.28		79.71	73.77		15.94	22.95
Grade 5		9.88	11.59		71.60	69.57		18.52	18.84
All Grades		6.22	6.60		76.56	69.04		17.22	24.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08	2.99		72.88	53.73		22.03	43.28
Grade 4		5.80	1.64		69.57	65.57		24.64	32.79
Grade 5		11.11	2.90		49.38	57.97		39.51	39.13
All Grades		7.66	2.54		62.68	58.88		29.67	38.58

Conclusions based on this data:

1. Our data reveals that Washington's student progress declined by 7.7 points i, placing us in the Red category for two of the three subgroups (Socioeconomically Disadvantaged and Hispanic students) in English Language Arts. In addition, our data reveals that Washington's students average 76.3 points below the standard, compared to California State's average of 13.6 points below standard in English Language Arts.
2. Washington's data reveals that our strongest area was in the area of Listening - Demonstrating Effective Communication Skills wherein only 24% of our students were below standard.
3. Producing clear and Purposeful Writing was our lowest area wherein 53% of our students were below standard, followed by Demonstrating Understanding Literacy and Non-Fiction Text where 39% of students were below standard

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	59	67	0	59	67	0	59	67	0.0	100.0	100.0
Grade 4	80	72	61	0	70	61	0	70	61	0.0	97.2	100.0
Grade 5	94	83	69	0	81	69	0	81	69	0.0	97.6	100.0
Grade 6												----
Grade 7												----
Grade 8												----
All Grades	255	214	197	0	210	197	0	210	197	0.0	98.1	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2349.		8.47	0.00		23.73	19.40		13.56	20.90		54.24	59.70
Grade 4		2414.	2412.		4.29	4.92		18.57	13.11		24.29	29.51		52.86	52.46
Grade 5		2434.	2445.		6.17	8.70		4.94	7.25		28.40	27.54		60.49	56.52
All Grades	N/A	N/A	N/A		6.19	4.57		14.76	13.20		22.86	25.89		56.19	56.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.86	2.99		42.37	44.78		45.76	52.24
Grade 4		10.00	8.20		35.71	34.43		54.29	57.38
Grade 5		6.17	5.80		39.51	40.58		54.32	53.62
All Grades		9.05	5.58		39.05	40.10		51.90	54.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.86	2.99		38.98	35.82		49.15	61.19
Grade 4		1.43	3.28		38.57	36.07		60.00	60.66
Grade 5		3.70	4.35		41.98	50.72		54.32	44.93
All Grades		5.24	3.55		40.00	41.12		54.76	55.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.17	1.49		59.32	59.70		30.51	38.81
Grade 4		7.14	4.92		48.57	54.10		44.29	40.98
Grade 5		3.70	4.35		51.85	50.72		44.44	44.93
All Grades		6.67	3.55		52.86	54.82		40.48	41.62

Conclusions based on this data:

1. Data reveals that Washington's student progress declined by 6.7 points placing WESM in the Orange category for all three subgroups (Socioeconomically Disadvantaged, Hispanic, and English Learners) in Mathematics. Data also reveals that Washington's students are scoring on average 79.2 points below standard, wherein, California State's students are scoring only 49.1 point below the standard in Mathematics.

   Data indicates that average scale score decreased for grades 3 and 4 while the average scale score for grade 5 increased (The average score for grade 3 decreased significantly).

2. Washington's data reveals that our strongest area was in the area of Communicating Reasoning - Demonstrating ability to support mathematical conclusions where 42% of our students were below standard.

   Data indicates that grade 3 had a significant decrease in the percent of students Near Standard or Above while the percent of students Near Standard or Above for grade 4 increased. Grade 5 evidenced minimal change.

3. Washington's data reveals that our weakest area was in the area of Problem Solving - Using appropriate tools and strategies to solve real world and mathematic problems.

   Data indicates that grade 3 had a significant decrease in the percent of students Near Standard or Above while the percent of students Near Standard or Above for grade 5 increased significantly. Grade 4 evidenced minimal change.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.5	1410.8	1441.2	1422.6	1420.9	1436.5	1341.9	1387.3	1452.2	17	29	26
1	1417.6	1411.6	1439.3	1443.0	1441.0	1448.7	1391.9	1381.7	1429.3	34	15	27
2	1461.9	1463.5	1447.3	1454.6	1470.2	1440.6	1468.6	1456.2	1453.4	19	31	14
3	1469.3	1498.8	1474.7	1460.0	1509.0	1474.2	1478.3	1488.3	1474.4	26	18	29
4	1469.2	1519.0	1495.9	1472.8	1527.6	1502.4	1465.3	1509.9	1489.1	26	26	18
5	1458.6	1510.1	1518.6	1454.3	1519.3	1521.8	1462.4	1500.5	1515.0	19	26	20
All Grades										141	145	134

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	6.90	19.23	29.41	48.28	46.15	35.29	27.59	30.77	29.41	17.24	3.85	17	29	26
1	0.00	6.67	3.70	11.76	13.33	33.33	47.06	46.67	40.74	41.18	33.33	22.22	34	15	27
2	0.00	3.23	7.14	42.11	38.71	28.57	42.11	48.39	35.71	15.79	9.68	28.57	19	31	14
3	4.00	11.11	6.90	40.00	55.56	27.59	48.00	33.33	44.83	8.00	0.00	20.69	25	18	29
4	7.69	23.08	5.56	23.08	38.46	27.78	46.15	30.77	61.11	23.08	7.69	5.56	26	26	18
5	0.00	3.85	20.00	15.79	50.00	40.00	36.84	38.46	25.00	47.37	7.69	15.00	19	26	20
All Grades	2.86	8.97	10.45	25.71	42.07	34.33	43.57	37.24	39.55	27.86	11.72	15.67	140	145	134

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	3.45	15.38	52.94	58.62	46.15	11.76	20.69	34.62	23.53	17.24	3.85	17	29	26
1	2.94	26.67	7.41	38.24	26.67	59.26	50.00	33.33	18.52	8.82	13.33	14.81	34	15	27
2	0.00	12.90	0.00	36.84	41.94	35.71	57.89	41.94	42.86	5.26	3.23	21.43	19	31	14
3	8.00	33.33	20.69	52.00	61.11	37.93	36.00	5.56	27.59	4.00	0.00	13.79	25	18	29
4	15.38	53.85	22.22	57.69	19.23	61.11	15.38	23.08	11.11	11.54	3.85	5.56	26	26	18
5	5.26	38.46	45.00	36.84	53.85	40.00	21.05	3.85	10.00	36.84	3.85	5.00	19	26	20
All Grades	7.14	26.90	18.66	45.71	44.14	47.01	33.57	22.07	23.88	13.57	6.90	10.45	140	145	134

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	3.45	19.23	5.88	31.03	26.92	52.94	44.83	46.15	35.29	20.69	7.69	17	29	26
1	0.00	0.00	7.41	11.76	6.67	14.81	23.53	20.00	40.74	64.71	73.33	37.04	34	15	27
2	0.00	0.00	7.14	52.63	22.58	21.43	31.58	64.52	21.43	15.79	12.90	50.00	19	31	14
3	4.00	5.56	3.45	28.00	16.67	13.79	44.00	55.56	48.28	24.00	22.22	34.48	25	18	29
4	7.69	11.54	0.00	7.69	23.08	22.22	46.15	34.62	50.00	38.46	30.77	27.78	26	26	18
5	0.00	0.00	10.00	5.26	3.85	15.00	31.58	50.00	40.00	63.16	46.15	35.00	19	26	20
All Grades	2.86	3.45	8.21	17.86	18.62	18.66	37.14	46.90	42.54	42.14	31.03	30.60	140	145	134

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	6.90	23.08	70.59	82.76	73.08	11.76	10.34	3.85	17	29	26
1	27.27	20.00	37.04	69.70	66.67	55.56	3.03	13.33	7.41	33	15	27
2	10.53	9.68	7.14	73.68	70.97	71.43	15.79	19.35	21.43	19	31	14
3	20.83	33.33	10.34	62.50	50.00	55.17	16.67	16.67	34.48	24	18	29
4	15.38	38.46	22.22	65.38	42.31	61.11	19.23	19.23	16.67	26	26	18
5	0.00	0.00	20.00	63.16	88.46	65.00	36.84	11.54	15.00	19	26	20
All Grades	16.67	16.55	20.90	67.39	68.28	62.69	15.94	15.17	16.42	138	145	134

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	0.00	7.69	58.82	75.86	80.77	29.41	24.14	11.54	17	29	26
1	0.00	33.33	3.70	82.35	46.67	77.78	17.65	20.00	18.52	34	15	27
2	0.00	32.26	7.14	94.74	64.52	71.43	5.26	3.23	21.43	19	31	14
3	12.00	83.33	31.03	68.00	16.67	51.72	20.00	0.00	17.24	25	18	29
4	44.00	69.23	50.00	44.00	26.92	44.44	12.00	3.85	5.56	25	26	18
5	36.84	76.92	70.00	42.11	23.08	20.00	21.05	0.00	10.00	19	26	20
All Grades	16.55	46.90	26.87	66.19	44.83	58.96	17.27	8.28	14.18	139	145	134

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.45	19.23	76.47	75.86	76.92	23.53	20.69	3.85	17	29	26
1	0.00	0.00	22.22	26.47	13.33	33.33	73.53	86.67	44.44	34	15	27
2	15.79	3.23	14.29	73.68	74.19	28.57	10.53	22.58	57.14	19	31	14
3	4.00	0.00	6.90	56.00	50.00	20.69	40.00	50.00	72.41	25	18	29
4	3.85	11.54	0.00	46.15	53.85	55.56	50.00	34.62	44.44	26	26	18
5	0.00	3.85	15.00	42.11	42.31	45.00	57.89	53.85	40.00	19	26	20
All Grades	3.57	4.14	13.43	50.00	55.86	43.28	46.43	40.00	43.28	140	145	134

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	13.79	50.00	31.25	55.17	26.92	50.00	31.03	23.08	16	29	26
1	0.00	6.67	0.00	54.55	66.67	70.37	45.45	26.67	29.63	33	15	27
2	0.00	3.23	14.29	78.95	77.42	57.14	21.05	19.35	28.57	19	31	14
3	8.00	11.11	10.34	80.00	88.89	75.86	12.00	0.00	13.79	25	18	29
4	8.33	11.54	33.33	58.33	69.23	38.89	33.33	19.23	27.78	24	26	18
5	0.00	3.85	15.00	57.89	73.08	65.00	42.11	23.08	20.00	19	26	20
All Grades	5.15	8.28	20.15	61.03	71.03	56.72	33.82	20.69	23.13	136	145	134

Conclusions based on this data:

1. Washington's overall ELPAC average has increased every year. In addition, our scores for Oral and Written Language show a constant increase as well.
2. 40% of Washington's English Learners are performing on the ELPAC at level 3 and 20 % at level four. In all four categories, Oral, Written, Listening, and Speaking, the majority of Washington's students performed at Level three.
3. Washington's students performed the lowest in the Domain of Reading and the strongest areas were in the Domains of Speaking and Listening.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
406	**85.5**	**34.5**	**2.2**
Total Number of Students enrolled in Washington Elementary STEM Magnet School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	34.5
Foster Youth	9	2.2
Homeless	16	3.9
Socioeconomically Disadvantaged	347	85.5
Students with Disabilities	77	19

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	8.9
Filipino	5	1.2
Hispanic	347	85.5
Two or More Races	5	1.2
White	12	3

Conclusions based on this data:

1. Our data indicates that Washington still has a large percentage of students who are identified as low socioeconomically disadvantaged as well as the second largest group being English Learners.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Unfortunately, WESM's 3rd - 5th grade students performed poorly in the area of Reading

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
76.3 points below standard	85.1 points below standard	7 Students
Decreased -7.7 points	Decreased Significantly -16.3 points	
189 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	135.7 points below standard
9 Students	76.2 points below standard	Decreased Significantly -28.8 points
	Decreased -5.6 points	33 Students
	176 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
174.2 points below standard Decreased Significantly -37.3 points 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 67 points below standard Decreased -3 points 170 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107 points below standard Decreased Significantly -15.3 points 64 Students	2.3 points above standard Increased Significantly +20.5 points 16 Students	75.2 points below standard Decreased -6.9 points 90 Students

Conclusions based on this data:

1. Overall, all of Washington's students scored in the red zone....76.3 points below standards which is a decrease from the previous year of 7.7 points
2. Our English Learners scored 85.1 points below standard which is a decrease of 16.3 points. In addition our AA students scored 174.2 points below standards which is a decrease of 37.3 points.
3. Our 33 Students with Disabilities scored 135.7 points below standard with a 28.8 point decline. Our Hispanic Students scored in the Orange range and 67 points below standard and decreased by 3 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
79.2 points below standard	87.8 points below standard	7 Students
Decreased -6.7 points	Maintained -1.4 points	
189 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	130.6 points below standard
9 Students	79.8 points below standard	Decreased Significantly -28.2 points
	Decreased -5.9 points	33 Students
	176 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
156.1 points below standard Decreased Significantly -39.1 points 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 73.1 points below standard Maintained -1.2 points 170 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.2 points below standard Maintained +0.4 points 64 Students	18.1 points below standard Increased Significantly +25.1 points 16 Students	77.3 points below standard Decreased -11.8 points 90 Students

Conclusions based on this data:

1. Data indicates that African American students are scoring the lowest of all subgroups and are the farthest away from Standard as they scored 156.1 points below standard and decreased 39 points.
2. Data indicates that Students with Disabilities are scoring the second lowest of all subgroups as they scored 130.6 points below standard and decreased 28 points.
3. Data indicates that Reclassified English Learners showed the greatest progress of all subgroups as they scored 18 points below standards and increased 25 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
32.7% of our ELs are% making progress towards English language proficiency
Number of EL Students: 104 Students
Performance Level: 1

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.

2023 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**
From 13.2% to 30.8%	From 27.4% to 36.7%	0	From 59.4% to 32.7%

Conclusions based on this data:

1. Our data reveals that WESM had 26.7% less students increase at least ONE level with a decline from 59.4% to 32.7%.
2. Our data also reveals that WESM had a +9;1% increase of students who MAINTAINED their performance level from 27.4% to 36.5%
3. Our biggest downfall reveals that WESM had 17.6% more students decrease at least ONE level from 13.2% to 30.8%

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	50% Chronically Absent
41% Chronically Absent	45.6% Chronically Absent	Increased 9.1
Declined Significantly -18.9	Declined -16.4	16 Students
434 Students	147 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
53.8% Chronically Absent	Yellow	Orange
Declined -8.7	40.6% Chronically Absent	41.8% Chronically Absent
26 Students	Declined Significantly -18.6	Declined -18.2
	389 Students	91 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 52.3% Chronically Absent Declined -22.2 44 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 40.4% Chronically Absent Declined Significantly -17.8 366 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	30.8% Chronically Absent 0 13 Students

Conclusions based on this data:

1. Our data reveals that three of our five subgroups are represented in the Orange band, African American, English Learners, and Students with Disabilities. (a decline of 16, 18 and 22 points from last year)
2. Our data reveals that two of our five subgroups are represented in the Yellow band, Hispanic and Socioeconomically .
3. Overall, Washington's students performed in the Yellow band, which was a decline of -18.9 points from last year

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	12.5% suspended at least one day
2% suspended at least one day	1.3% suspended at least one day	Increased 3.8
Declined -0.3	Increased 1.3	16 Students
445 Students	149 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
3.7% suspended at least one day	Yellow	Orange
Maintained -0.2	2% suspended at least one day	5.4% suspended at least one day
27 Students	Maintained -0.1	Maintained -0.1
	397 Students	93 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 8.3% suspended at least one day Increased 0.6 48 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1.3% suspended at least one day Maintained -0.2 372 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	0% suspended at least one day 14 Students

Conclusions based on this data:

1. Washington's overall Suspension Rate declined by 0.3% and is currently in the GREEN band
2. Washington's African American students are still the largest group who were suspended. African American students suspension rate increased by 0.6% (of the 48 students) and are currently scoring in the RED band.
3. Washington's Students with Disabilities students are the second largest group who were suspended. Students with Disabilities' suspension rate maintained at -o.1% and are currently scoring in the ORANGE band.

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 # 2

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

Goal 1

ENGLISH LANGUAGE ARTS
1- Our Caaspp data indicates that All Students will increase 3.0 or more points to reach the next band level (Orange) with a stretch goal of 6.3 or more points to reach the Yellow band level
2- Our Caaspp data indicates that our English Learners will increase 3.0 or more points to reach the next band level (Orange) with a stretch goal of 15.1 or more points to reach the Yellow band level.
3- Our Caaspp data indicates that our Black/African-American Students will increase 3.0 or more points to reach the next band level (Orange) with 104.2 as their stretch goal to reach Yellow band level.
4- Our Caaspp data indicates that our Students with Disabilities will increase 3.0 or more points to reach the next band level (Orange) with 15.1 or more points to reach the Yellow band level.
5- Our I-Ready Reading Overall data indicates that we will have 38% of all students will be in Tier 1 at or above grade-level.

Identified Need

1- Our data indicates that our K-2nd Students need strong instruction that build their Reading Foundations skills (phonemic awareness, phonics, and high-frequency words).
2- Our data also indicates that our 2nd-5th grade Students need targeted instruction in Reading Comprehension strategies (close reading, graphic organizers)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Caaspp ELA for All Students will increase the baseline of 76.3% (Red) from 2023 by a total of 3.0 or more points (to reach Orange) with a stretch goal of 6.3 or more points (to reach Yellow) to end of the 2024-2025 school year.	Caaspp ELA for all students (189 in total) are at the 76.3% baseline (Red) from 2023, which is a 7.7 point decline.	Caaspp ELA for all students will move from the current Red to the Orange with a stretch goal of reaching the Yellow by the end of 2024-2025 school year.
Caaspp ELA for English Learner students will increase the baseline of 85.1% (Red) from 2023 by a total of 3.0 or more (to reach Orange) with a stretch goal of 15.1 or more	Caaspp ELA for English Learner students (80 in total) are at the 85.1% baseline (Red) from 2023, which is a 16.3 point decline.	Caaspp ELA for English Learner students will move from the current Red to the Orange with a strentch goal of reaching the Yellow by the end of 2024-2025 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
points (to reach Yellow) to end of the 2024-2025 school year		
Caaspp ELA for Black/African-American students will increase the baseline of 174.2% (no color - very low) from 2023 by a total of 3.0 or more (to reach Orange) with a stretch goal of 104.2 or more points (to reach Yellow) to end of the 2024-2025 school year.	Caaspp ELA for Black/African-American students (15 in total) are at the 174.2% baseline (no color - very low) from 2023, which is a 37.3 point decline.	Caaspp ELA for Black/African-American students will move from the current no color-very low to the Orange with a strentch goal of reaching Yellow by the end of 2024-2025 school year.
Caaspp ELA for Students with Disabilities will increase the baseline of 135.7% (no color - very low) from 2023 by a total of 3.0 or more (to reach Orange) with a stretch goal of 15.1 or more points (to reach Yellow) to end of the 2024-2025 school year.	Caaspp ELA for Students with Disabilities (33 in total) are at the 135.7% (no color - very low) from 2023, which is a 28.8 point decline.	Caaspp ELA for Students with Disabilities will move from the current no color-very low to Orange wtih a stretch goal of reaching Yellow by the end of the 2024-2025 school year.
I-Ready Reading Overall for All Students (439 tested) will increase the baseline of 28% Tier 1 (Green) from Current 2024 an additional 10% or more (to 38%) with a stretch goal of 15% or more (to 43%) to end of 2024-2025 school year.	I-Ready Reading Overall for All Students (439 tested) are at the 28% (123 students) in Tier 1 (Green) from the Current 2024 school year.	I-Ready Reading Overall for All Students in Tier 1 (Green) will increase by 10% (our target goal) and by 15% (our stretch goal) by the end of the 2024-2025 school year.
I-Ready Reading Overall for English Learners (140 tested) will increase the baseline of 14% Tier 1 (Green) from Current 2024 by a total of 10% or more (to 24%) with a stretch goal of 15% or more (to 29%) to end of 2024-2025 school year.	I-Ready Reading Overall for English Learners (140 tested) are at the 14% in Tier 1 (Green) from the Current 2024 school year.	I-Ready Reading Overall for English Learners in Tier 1 (Green) will increase by 10% (our target goal) and by 15% (our stretch goal) by the end of the 2024-2025 school year.
I-Ready Reading Overall for Black/African-American Students (53 tested) will increase the baseline of 28% Tier 1 (Green) from Current 2024 by a total of 10% or more (to 38%) with a stretch goal of 15% or more (to 43%) to end of 2024-2025 school year.	I-Ready Reading Overall for Black/African-American Students (53 tested) are at the 28% in Tier 1 (Green) from the Current 2024 school year.	I-Ready Reading Overall for Black/African-American Students in Tier 1 (Green) will increase by 10% (our target goal) and by 15% (our stretch goal) by the end of the 2024-2025 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Overall for Studetns in Special Education (79 tested) will increase the baseline of 10% Tier 1 (Green) from Current 2024 by a total of 10% or more (to 20%) with a stretch goal of 15% or more (to 25%) to end of 2024-2025 school year.	I-Ready Reading Overall for Students in Special Education (79 tested) are at the 10% in Tier 1 (Green) from the Current 2024 school year.	I-Ready Reading Overall for Students in Special Education in Tier 1 (Green) will increase by 10% (our target goal) and by 15% (our stretch goal) by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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.

Strategy #1 - Close Reading
Activities: Teacher PLC throughout the year included planning Close Reading. Another activity included teachers unpacking close reading steps. The Instructional Coach supported close reading by planning and modeling in the classrooms. Teachers created close reading anchor charts for their students.

Strategy #2 - Graphic Organizers
Activities: During PLC planning around their units, teachers selected specific graphic organizers to be implemented so students organizing their thinking and understanding into structured notes.

Strategy #3 - Total Physical Reponse (TPR)
Activities: K-2nd Teachers used PLC time to plan for the cadence and the TRP elements included in the Heggerty Bridge to Reading Program.

Strategy #4 - Phonics Games
Activities: K-2nd Teachers will incorporate phonics games in their instruction in order to capture students interests, make learning fun, and engage their students in the content.

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 the weekly Teacher PLC planning, we were able to successfully implement the strategies and the activities to meet the articulated 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.

We will continue to integrate Close Reading and Graphic Organizers as our Strategy to build Reading Comprehension. We will work to perfect our craft by unpacking these key comprehension strategies with our teachers and in turn perfect it in our instruction across the curriculum.

We will add games and hands-on manipulatives in our Reading Foundations instruction in order to solidify student recognition of phonics patterns.We will continue to unpack for teachers these goals in the 2024-2025 school year and provide Instructional Coach's support in the classroom.

Students will have multiple opportunities to reinforce their skills through the use of strategic technology applications.

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)

CLOSE READING
All Students will use Close Reading Strategies using text annotations in order to comprehend grade-level text.

GRAPHIC ORGANIZERS
All Students will use Graphic Organizers to organize the information read, recall information with understanding, and plan for writing.

LITERACY CENTER
We will convert our school library to a Literacy Center where we will organize literacy activities for all students in order to support and enhance literacy and literacy instruction at the school. And as a community school, we would like to have parent and community volunteer involvement to support us with the activities taking place in the Literacy Center. The Literacy Center will be headed by the Instructional Coach.
Activities:

- Books will be organized thematically
- 2-Scholastic Book Fairs
- 2nd-5th Grade Book Clubs
- Parent Tutoring Assistance
- Author Celebrations
- Read-A-Thons
- Organize literature events for Hispanic Heritage Month, Asian Pacific American Heritage Month, African-American Heritagge Month, Women's History Month, Eath Day, etc.
- Model Bringing Books to Life for teachers and parents

TARGETED SMALL GROUPS
All Intervention Students will receive differentiated instruction 2-3 times per week in order to progress toward grade-level standards.

INSTRUCTIONAL SUPPORT:
Addition funds to provide an additional teacher above FTE to support English Learners, and African American students.

PHONICS GAMES
Students in K-2nd Grades will play phonics games in order to develop their phonics skills and progress towards grade-level proficiency.

Integration of specific Technology applications and methods within the classroom as well in our Innovation Technology Lab.

Strategy/Activity

1st and 2nd GRADE TARGETED SUPPORT
Teachers in the 1st and 2nd Grades will receive additional targeted support by the ELA Instructional Coach to ensure 70-80% of all students are in Tier 1 (Green) by the end of the 2024-2025 school year as indicated by the I-Ready Overall Diagnostic.
Historically, our trend has been 27% (an Average %) of our 1st Grade Students in Tier 1 (Green), and 28% (an Average %) of our 2nd Grade Students in Tier 1 (Green) over the span of 2021 to 2024 school year as indicated by our I-Ready Reading Final Diagnostics.

The Instructional Coach will provide the following additional targeted support to 1st and 2nd Grade Teachers:

- Co-Teaching
- Co-Planning
- Coaching Cycles

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)
25,468	Title I Part A: Allocation
56,366	Title I Part A: Allocation

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 # 2

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

Goal 2

MATH: All students will demonstrate grade level knowledge in the area of Mathematics.

Identified Need

WESM students are performing below mathematics learning goals as indicated by SBAC performance levels.
WESM students are performing below mathematics learning goals as indicated by iReady diagnostic performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math performance rate for All Students will increase the baseline of -79.2 (Orange) from 2023 by a total of +3.0 or more (to reach Yellow) with a stretch goal of +54.2 or more (to reach Green) to end at -76.2 or more by the end of the 2024-2025 school year.	CAASPP Math for all students are scoring -79.2 points from meeting grade level standards which places them in the ORANGE category	In order to maintain or reach the YELLOW category, all students need to increase their score on average by THREE points and in order to ready our STRETCH goal, students will need an average increase of at least 54 points (GREEN).
Math performance rate for English Learners will increase the baseline of -87.8 (Orange) from 2023 by a total of +3.0 or more (to reach Yellow) with a stretch goal of +62.8 or more (to reach Green) to end at -84.8 or more by the end of the 2024-2025 school year.	CAASPP Math for English Language Learners have a baseline of -87.8 points from meeting grade level standards which placed them in the ORANGE category.	In order for our ELs to maintain or reach the YELLOW category, all ELs will need to increase their score by at least 3 points and to meet our stretch goal or move to the GREEN category, they will need to average an increased score of at least 62.8 points.
Math performance rate for Students with Disabilities will increase the baseline of -130.6 (No Color) from 2023 by a total of +3.0 or more (to reach Orange) with a stretch goal of	CAASPP Math data for our Students with Disabilities have a baseline of -130.6 points away from meeting grade level standard (currently they have no color rating).	In order for our Students with Disabilities to reach the ORANGE category, all SpEd students will have to increase their score by a minimum of 3 points and to meet our

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
+35.6 or more (to reach Yellow) to end at -127.6 or more by the end of the 2024-2025 school year.		STRETCH goal (to reach YELLOW) they will need to obtain an average increase of 35.6 points.
Math performance rate for African American Students will increase the baseline of -156.1 (No Color) from 2023 by a total of +3.0 or more (to reach Orange) with a stretch goal of +61.1 or more (to reach Yellow) to end at -153.1 or more by the end of the 2024-2025 school year.	CAASPP Math data for our African American students have a baseline of -156.1 points away from meeting grade level standards which placed then in the RED category	In order for our African American students to Reach the ORANGE category, all AAF students will need to increase their baseline score of at least +3 or more points; and in order to attain our STRETCH goal, they will need to average at least 61.1 points (to reach YELLOW)
WESM iReady PUSD diagnostic 3 performance rate (percent proficient) will increase the baseline of 28% from 2023 by a total of +5% or more with a stretch goal of +9% or more to end at 33% or more by the end of the 2024-2025 school year.	iREADY Math performance rate for all students is at a baseline of only 28% of our students performing at the proficiency level.	All students will increase their baseline scores by 5% or more to move toward 33% of Washington's students scoring proficient on the iReady diagnostic. In addition for all students to meet our STRETCH goal of 37% of students reaching proficiency, all students will need to increase their average score of at least 9% or more.

Annual Review

SPSA Year Reviewed: 2023-24

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.

Students are provided instruction and continual practice in the use of various problem solving strategies.
Teachers focus on the 3 reads strategy

- First read understand context (How is the problem framed? What is the general situation?)
- Second read understand mathematics (What is the math specific vocabulary? How does the math specific vocabulary relate to the context?)
- Third Read (How are we going to use the math specific strategy to solve the problem? What tools/methods do we have that we can use to solve the problem?)

Students are provided instruction and continual practice in using pictures/diagrams to develop a plan for problem solving.

During the coaching/planning cycle teachers have opportunities to share/refine their strategies.

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

Teachers indicated difficulty in implementation due to student difficulties with prerequisite skills (Lack of fluency with content from previous grade levels).

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.

A focus on developing student fluency in the primary concepts for the respective grades (as indicated by the CA Math Framework) would address the needs/wants raised by teachers.
Targeting discrete skills will allow for consistent and frequent monitoring and sharing of progress with all stakeholders.
Providing students tools to mitigate deficits with fluency (multiplication tables, calculators, manipulatives, etc.).
Progress monitoring through the use of iReady Comprehension Checks and Standards Mastery Tests (Monthly)

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)

WESM has identified specific fluency goals for each grade level.

- Each goal has been identified as a prerequisite for successfully accessing the curriculum in subsequent grade levels.

WESM stakeholders will target the fluency goals as they support students.

- In the context of fluency practice, activities should focus on developing useful strategies (Repeated use of the strategy will make it almost automatic).

Grade K Students work towards fluency in counting up to 20 objects and understanding the number combinations for five and ten

- Counting on, Five-Frame Focus, Ten Frame Focus

Grade 1 Students work towards fluency in addition and subtraction with whole numbers within 10.

- Part-Part Whole Activities, Missing Part Activities, Ten and Some More Activities, Double and Near Double Activities, Ten Frame Focus, Place-Value Mat Focus

Grade 2 Students work towards fluency with addition and subtraction within 100 and they know from memory all sums of two one-digit numbers.

- Make Ten Facts, Patterns on the Hundreds Chart, Partial Sums, Subtraction By Counting up, Take Tens from Tens then Subtract Ones, Place Value Mat Focus

Grade 3 Students fluently add and subtraction within 1,000 and multiply and divide within 100. By the end of grade 3, students know all products of two one-digit numbers from memory.

- Partial Sums, Subtraction By Counting up, Compatible Numbers, Place Value Mat Focus; Commutative Property, Fives Facts (Clock Facts), Doubles Facts, Double and Double Again, Double and One More

Grade 4 Students work toward fluency in addition and subtraction within 1,000,000 using the standard algorithm.

- -Partial Sums, Subtraction By Counting up, Compatible Numbers, Place Value Mat Focus

Grade 5 Students fluently multiply multi-digit whole numbers using the standard algorithm.

- Distributive Property, Partial Products, Multiples of 10 and 100, Area Model,

Strategy/Activity

Strategic use of games and manipulatives to practice and reinforce strategies for fluency

Integration of technology to support student learning.

Supplemental support to provide time for coaching/planning cycle to refine instructional practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,402	LCFF Supplemental and Concentration (S/C)

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

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

Goal 3

ATTENDANCE:
Reduce chronic absenteeism for all students, but especially African American, English Language Learners, and students identified with disabilities. Reduce overall chronic absenteeism to no more than 15% and increase school-wide average daily attendance to 95%

Identified Need

WESM has made progress in the 2023-2024 school year to decrease the chronic absenteeism of our students.
Yearly Average Daily Attendance as of April 26, 2024:
Regular Program:
TK - 88.81%
K - 89.67%
1 - 90.07%
2 - 91.36%
3 - 91.44%
4 - 91.75%
5 - 90.87%

Average for regular programs: 90.78% (89.6%; 2023)

Special Dail Classes:
TK - 94.74%
K - 87.67%
1 - 87.43%
2 - 94.96%
3 - 92.08%
4 - 92.53%
5 - 93.38%

Average for special day classes: 90.81% (85.34%; 2023)

School-wide average: 90.75% (89.35%; 2023)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate for all students will decrease the baseline of 41% (Yellow) from 2023 by a total of -3.0 points or more to maintain the Yellow status and prevent dropping to the RED status. Our stretch goal is to aim at moving 15.1 students from YELLOW to GREEN over the next two years.	Absenteeism Rate for all students is at a baseline of 41% which places WESM in the YELLOW category	In order to maintain to prevent from dropping to RED, ALL WESM students must decrease their absence rate by at least -3 points; however, in order to reach our STRETCH goal we will need to move at least 15 students from Yellow to GREEN
Chronic Absenteeism Rate for African American students will decease the baseline of 52% (ORANGE) from 2023 by a total of one student to keep from dropping to RED. Our STRETCH goal is to decrease the number of African American students who are chronically absent by 32 students or to move 16 students over the next two years in order to move this subgroup from ORANGE to YELLOW status.	Chronic Absenteeism Rate for African American students is at a baseline of 52%, which places WESM AA students in the ORANGE category	In order to maintain to prevent from dropping to RED, WESM AFRICAN AMERICAN students must decrease their absence rate by at least ONE student; however, in order to reach our STRETCH goal we will need to move at least 32 students (or 16 over the next 2 years) from Orange to Yellow status in the next two years
Chronic Absenteeism Rate for our English Learners will decrease the baseline of 42% (ORANGE) from 2023 by a total of one student to prevent dropping to the RED status. Our STRETCH goal is to aim at moving 26 students total or over the next two years move 13 students each year in order to move this subgroup to the YELLOW status.	Chronic Absenteeism Rate for English Leaner students is at a baseline of 42% which places WESM ELs in the ORANGE category	In order to maintain to prevent from dropping to RED, WESM ENGLISH LEARNER students must decrease their absence rate by at least ONE; however, in order to reach our STRETCH goal we will need to move at least 26 students (or 13 students over the next 2 years) to move this group to the YELLOW status.
Chronic Absenteeism Rate for Students with Disabilities will decrease the baseline of 42% (ORANGE) from 2023 by a total of 1 student to maintain the Orange status and prevent dropping to the RED status. Our STRETCH goal is to decrease the number of Students with Disabilities who	Chronic Absenteeism Rate for Students with Disabilities is at a baseline of 42% which places WESM SpEd students in the ORANGE category	In order to maintain to prevent from dropping to RED, WESM STUDENTS with DISABILITIES must decrease their absence rate by at least ONE student; however, in order to reach our STRETCH goal we will need to move at least 22 students (or 11

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
are chronically absent by 22 students or 11 students over the next two years to move this subgroup from Orange to YELLOW status.		students over the next 2 years) from orange to Yellow status

Annual Review

SPSA Year Reviewed: 2023-24

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.

In our prior year, WESM worked to increase our ADA from an overall of 89.35% to 95%. Although we did not reach this goal, many advancements were made. Our over yearly ADA in April 2024 was 90.75%, an increase of 1.4%. In the special day classes, there was an increase from 85.34% to 90.81% equaling a 5.5% increase. The increased visibility of the importance of attendance through classroom visits and celebrations was successful. Also reaching out to parents and trying to connect them with needed services attributed to some of our increase.

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

Beginning the 2023-24 school year with new community advocate and community assistance created challenges. Each needed time to build relationships with parents and form community partnerships. This greatly impacted our ability to perform home visits, provide workshops, and complete other outreach 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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

Increased participation of African parents in school activities
Survey African American parents to ensure activity times are in line with their schedules
Increase parent group outreach to African American parents

Provide more opportunities for positive rapport and communication with African American parents (phone calls, digital and written contact)
Empower parents by getting their assistance, views, and suggestions for their child's academic and behavioral success

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

Amount(s) Source(s)

Strategy/Activity 2

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

All students

Strategy/Activity

Continue mental health outreach and information
Parent workshops on mental health and services available
Teacher training on signs of mental health needs in their students to increase referrals
Community mental health services information provided on campus

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

Amount(s) Source(s)

Strategy/Activity 3

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

Students at-risk for chronic absenteeism

Strategy/Activity

Outreach
Home visits
Weekly check ins with a member of the attendance team
Monthly charting of individual student ADA for early indication of chronic absenteeism

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

Amount(s)	Source(s)

Strategy/Activity 4

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

All students

Strategy/Activity

Positive attendance rewards and other incentives
Weekly grade - level classroom competitions
Monthly most improved attendance in each classroom
Monthly attendance awards at spirit rallies

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

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

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

Goal 4

PARENT INVOLVEMENT:
1. Volunteers: one room parent per classroom
2. Volunteers: School wide activities increase by 5%
3. Increase the number of parents attending PTA, SSC, ELAC, and AAPC by 10%
4. A minimum of two parent workshops a trimester organized by the Community Advocate
5. Through the community assistant and advocate's efforts, additional community support for foster parents and parents in transition will be provided, monitored, and evaluated.

Identified Need

In the 2023 - 24 school year:
1. an average of 11% or 50 parents attended family fun nights
2. of the over 50 families (11%) with students identified with African American heritage, only two regularly attend the monthly AAPC meeting
3. of the over 350 families (87%) with students identified with Latino or Hispanic heritage, an average of 10 parents attend the monthly ELAC meeting
4. a total of 490 volunteer hours were performed by parents

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in Family Fun Nights	11% of parents attended our monthly Family Fun Nights for the 23/24 SY	Increase Parent participation in Family Fun Nights by 25% to at least an average of 65 parents
Monthly Parent Representation Meeting - ELAC, AAPC, PTA, etc.	2% of parents attended a monthly parent representative meeting for the 23/24 SY (Many of the same parents attending more than one type of meeting)	Increase of parents attending a monthly parent representative meeting to at least 5% of parents.
Volunteer hours	490 volunteer hours were performed by parents	Increase of 25% or an additional 125 parent volunteer hours for 2024 - 25.

Annual Review

SPSA Year Reviewed: 2023-24

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.

There will an increase in digital communication through email, text messages, and social media to connect with parents to communicate engagement opportunities.

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.

The metrics used is Parent Sign In's for Family Fun Night, ELAC, and school site council

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)

Foster and transitional students.

Strategy/Activity

Tier III supports such as school monthly check-ins, community partners/ resources, and academic supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Alternate between morning and evening meetings, to increase opportunities of attendance. Make all meeting hybrid.

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

Amount(s)	Source(s)

Strategy/Activity 3

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

All Students

Strategy/Activity

To increase parent involvement/ participation by all parents groups, especially ELAC, AAPC, PTA, CAP, and site level CSC for SPED parents.
To provide multiple opportunities for parents, students, and staff to engage and build a school focus community.

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

Amount(s)	Source(s)
6,172	Title I Part A: Allocation

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

Increasing school communication digitally through email, phone calls, text messages, SMORES application and social media.

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

Amount(s)	Source(s)
1,709	Title I Part A: Parent Involvement
2,411	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

SCHOOL CLIMATE AND SAFETY: To reduce the number or percentage of student suspensions; with a focus on African American and Students with Disabilities.

Identified Need

In an examination of WESM's current suspension rate, there is an intersection of our African American students, especially males, who have been identified as requiring special education services and actions that require suspension. As we have moved away from at-home suspensions for most violations of Californian Education Codes, those students suspended engaged in some type of physical altercation with either staff or peers. This has illuminated the following needs:
1. All special education services are provided with fidelity
2. Monitoring of all special education services with amendments held when necessary
3. Peer mediation training for staff and students
4. Gender-specific social-emotional groups
5. High-interest activities and clubs (Community Schools)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for African American Students will decrease the baseline of status of 8.3 (RED) from 2023 by a total of 0.3 or more (to Reach ORANGE) with a stretch goal of -2.3 or more (to reach YELLOW) to end at 5% or lower by the end of the 2024 - 2025 school year.	Data shows that 4 out of the 48 African American students were suspended; therefore, our target goal is to reduce the number of AA suspended students to only 2 out of the 48 or by 4% by the end of 2024 - 2025	Currently our Performance indicator reflects that our African American suspension rate is in the Red. Our expected outcome for the 24 - 25 school year is to move to the Orange category which is a decrease of 0.3 or 1 less AA student suspended 3 our of 44 instead of currently 4 our of 44 AA students.
Suspension Rate for Students with. Disabilities will decrease the baseline status of (ORANGE) from 2023 by a total of -0.3 points or more to reach YELLOW status. Our STRETCH Goal aim is to	Data currently shows that 5 out of 93 (54%) Students with Disabilities were suspended; therefore, our target goal is to reduce the number of Students with Disabilities suspensions to only 4 out of 93 students (43%)	Currently our Performance indicator reflects that our Students with Disabilities suspension rate is in the Orange category. Our expected outcome for the 24 - 25 school year is to move to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
decrease by 2.4 points to reach the GREEN status.	by the end of 2024 - 2025 school year.	the Yellow category which is a decrease of 0.3 students or 1 less SED student (4 out of 93 students instead of 5 out of 93 students)

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

Decrease the number of African American students suspended at least once.

Clinical Social Worker support:

- Increase Mental Health referrals to allow students to develop coping strategies
- Provide social skills discussion groups

RTI Wellness Coach support:

- Restorative Circles that provide a healthy way to deal with hurt
- Peer Mediation to encourage students to develop problem solving skills
- Mentors that provide social, academic and emotional support

Project Aide Support:

- Organized activities during recess (Playworks) games and activities)

- Grade level competitions like kickball, soccer, etc.

Incentives, Projects, etc.
- Student Teacher's Assistance during recess once/week

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

Amount(s)	Source(s)
7,609	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

Special Education Students

Strategy/Activity

Decrease the number of special education students suspended at least once.

RSP/ SDC Case Carriers:
- Collaboration with general education teachers
- Campus-wide systems to ensure data collection and evaluation for student behavioral and academic progress
-

Clinical Social Worker support:
- Increase mental health referrals to allow students to develop coping strategies

RTI Wellness Coach support:
- Daily Check-in/Check-out with a staff member
- Restorative Circles that provide a healthy way to deal with hurt
- Peer Mediation to encourage students to develop problem-solving skills
- Identify effective strategies and interventions specific for student needs

Project Aide Support:
- Supervise and organize activities during recess
- Provide students with cues and area for calming down/break

Incentives, Projects, 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)
5,883	LCFF Supplemental and Concentration (S/C)

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 # 2

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

Goal 6

SCIENCE: All students will increase their overall score by 5%

Identified Need

1). There is a great need for Washington's 5th grade students to build their Reading Comprehension and Vocabulary so that they are able to read and understand the content presented on the NGSS assessment
2). There is a great need for Washington's 5th grade English Learners to build their Reading Comprehension, Vocabulary, and Language skills in order to read and understand the content presented on the NGSS assessments
3). There is a need to develop practices that ensure that all K - 4th grade students are engaging in rigorous Science lessons that support their ability to utilize Close Reading strategies that build their understanding of the Science content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In 2021 - 22 only 11% of all 5th grade students scored at Level 3 and 4 and 60.9% scored at level 2 which is nearly met. In 2022 - 23, 14.5% of all 5th grade students scored at Levels 3 and 4 which is Met or Exceeded performance in Science and 61.25% scored at Level 2 which is nearly met. This was an overall increase of 3.5% who met the NGSS standard for science.	14% of all 5th grade students Met or Exceeded the NGSS science standard, which is an increase from the previous year of 3.5%.	Our goal is to increase all 5th grade students performance on the NGSS science assessment by 5% which establishes a goal for 2024 - 45 of a minimum of 19% of our 5th grade students scoring at Levels 3 and 4, which is meeting or exceeding standard.
In 2021 - 22 no 5th grade English Learners scored at Level 3 and 4, which is Met	0% of our 5th grade English Learners Met or Exceeded the NGSS science standard in 22 -	Our goal is to increase all 5th grade English Learner students performance on the NGSS science assessment by a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standard and 56% scored at Level 2 which is nearly met. In 2022 - 23 no 5th grade English Learners scored at Level 3 and 4 which is Met Standard and 60% scored at Level 2 which is nearly met. This was in increase of moving 4% of our English Learners from Not Met to Nearly Met.	23; however, 4% were moved from Not Met to Nearly Met.	minimum of 5% which establishes a goal for 2024 - 45 of at least 5% of our English Learners scoring at Levels 3 and 4. Our Stretch Goal is to increase the overall performance of our 5th Grade English Learner student performance on the NGSS assessment by 10% which would set our goal for a minimum of 10%.

Annual Review

SPSA Year Reviewed: 2023-24

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). All K - 5th grade students will receive weekly classroom lessons that provide them with structures to decode, organize, and build understanding of Informational Text
2). The K - 5 Classroom Teacher will engage students in weekly lessons that ensure that California State Science Standards are taught in a manner that engages students in Close Reading and Graphic Organizers designed to build their understanding and retention of the grade level science content.
3) Washington's Science Teacher will work with K - 5 teachers to improve and build upon their own content knowledge in science. In addition, the Science Teacher will plan each month, during PLC with all K - 5 teachers on lessons that ensure that students receive instruction on the grade level content outlined in the State Framework for Science.

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

Upper elementary teachers indicated that implementation may be impacted by students' current inability to access the academic vocabulary for science as well limited reading skills in upper elementary for a number of students

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.

more emphasis on science reading and building students' understanding of science vocabulary for upper grades; strategic targeting of scientific vocabulary usage at lower elementary grades with more science-rich text

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

Strategy/Activity 1

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

All students

Strategy/Activity

Students will Model the Science of Engineering Practices Listed Below:

- Ask questions
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- use mathematics and computational thinking
- construct explanations
- engage in argument from evidence - including dialogue
- obtain, evaluate, and communicate explanations

Teachers will continue to facilitate academic discourse using academic vocabulary.

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

Amount(s)	Source(s)

Strategy/Activity 2

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

All students

Strategy/Activity

Students will read informational text and reference books like a scientist.

Teachers will facilitate the understanding and practices of how to read like a scientist.

Students, science teacher, and classroom teachers will also practice using the science vocabulary in a consistent manner and have exit tickets and or STEMSCOPES comprehension assessments related to the science content.

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

Amount(s) Source(s)

Strategy/Activity 3

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

ENGLISH LEARNERS

- Students will use Close Reading and Graphic Organizers for reading and writing grade-level texts
- Students will use sentence stems for speaking and writing like a scientist.
- Teachers will continue to model to students these key strategies and facilitate notice and wonder strategy to extend their learning and discovery

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)

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 & 7

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

PUSD will reclassify ELs by the end of elementary school, reduce the number of long-term EL students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college & career ready.

Goal 7

ENGLISH LEARNERS:
1- 15% of our English Learners will reclassify by the end of the 2024-2025 school year.
2- Our Caaspp data indicates that our English Learners will increase 3.0 or more points to reach the next band level (Orange) with a stretch goal of 15.1 or more points to reach the Yellow band level.
3- Our Caaspp data indicates that our Reclassified English Learners (16 in total) are 2.3 points above standard and have increased 20.5 points. This trend will continue for these students.
4- 42.7% of the English Learners will show at least 1-level progres on the English Language Progress Indicator (ELPI) on the 2024 ELPAC Summative Assessment.
5- Our I-Ready Reading Overall data will show that 24% of our English Learners will be in Tier, which is at or above grade-level by Diagnostic 3 assessment next school year.

Identified Need

1- Our Caaspp Data for English Learners indicates that there is a need for explicity, systematic, and integrated instruction.
2- Our ELPAC Data indicates that there is a need for designated and integrated daily instruction.
3- Our I-Ready Reading data indicates that our Students need strong instruction that build their Reading Foundations skills (phonemic awareness, phonics, and high-frequency words).
4- Our I-Ready Reading data also indicates that our Students need targeted instruction in Reading Comprehension strategies (close reading, graphic organizers)

"In order to meet our student goals for English Language Arts that require that K - 2nd students gain and master the skills needed to become proficient in Word Recognition, it is imperative that teachers have Good Quality text which provided standard based curriculum that provided logical and sequential presentation of a solid base of Phonological Awareness, Decoding, and Site Recognition. In addition, our 2nd - 5th grade students will need High Quality Text that provides a standard based curriculum supporting their understanding and mastery in Language Comprehension skills through building Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Caaspp ELA for English Learners will increase the baseline of 85.1 points below standard (Level Red) from 2023 by a total of 3.0 or more (to reach the next Level Orange) with a stretch goal of 15.1 or more points (to reach Yellow) to end of the 2024-2025 school year	Caaspp ELA for English Learner students (80 in total) are at the 85.1% baseline (Red) from 2023, which is a 16.3 point decline.	Caaspp ELA for English Learner students will move from the current Red to the Orange with a stretch goal of reaching the Yellow by the end of 2024-2025 school year.
Summative ELPAC for English Language Progress Indicator (ELPI) Level will increase the baseline of 32.7% (in the Purple) from 2023 by a total of 10% or more (to 42.7%) for the 2024-2025 school year.	Summative ELPAC ELPI Level (English Langauge Progress Indicator is at the 32.7% (Purple) which is a 26.7 point decline from (59.4%) in 2022. This means that only 32.7% of the English Learners who Progressed at least one ELPI Level in 2023.	Summative ELPAC ELPI (English Language Progress Indicator Level will increase by 10%.
The baseline of At Risk for Long-Term English Learners will decrease from 17 Students in 2023 to 8 Students by the end of the 2024-2025 school year.	Currently we hae 17 At Risk for Long-Term English Learners. This is 11% of our EL population. We would like to reduce this half.	Washington will have 5-6% At Risk for Long-Term English Learners by the end of 2024-2025 school year.
I-Ready Reading Overall for English Learners (140 tested) will increase the baseline of 14% Tier 1 (Green) from Current 2024 by a total of 10% or more (to 24%) with a stretch goal of 15% or more (to 29%) to end of 2024-2025 school year.	I-Ready Reading Overall for English Learners (140 tested) are at the 14% in Tier 1 (Green) from the Current 2024 school year.	I-Ready Reading Overall for English Learners in Tier 1 (Green) will increase by 10% (our target goal) and by 15% (our stretch goal) by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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.

Strategy #1 - Close Reading
Activities: Teachers implemented the Language Power Program for their designated ELD time for 30 minutes Tuesday through Friday.
Teachers received training, in-class support, as well instruction modeling by the ELD Coach using the Language Power Program

Strategy #2 - Graphic Organizers
Activities: Teachers implemented Graphic Organizers as a tool for student note taking
Teachers used text annotation in Language Power in order to increase students' comprehension levels.

Strategy #3 - Total Physical Response (TPR)
Activities: K-2nd Teachers used PLC time to plan for the cadence and the TRP elements included in the Heggerty Bridge to Reading Program.

Strategy #4 - Phonics Games
Activities: K-2nd Teachers will incorporate phonics games in their instruction in order to capture students interests, make learning fun, and engage their students in the content.

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 ELA Coach along with the ELD Coach made sure the intended implementation of the goals were implemented in the classroom. We modeled the strategies in the classroom as well as planned with the teachers the units in the Language Power Program with great success. Teachers used the program with fidelity and the unit assesments in the program indicated students were making progress in their language acquisition.

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

- We will continue to unpack Close Reading and Graphic Organizers
- We will do Designated ELD Monday through Friday as mandated by the state.
- We will continue to track and monitor student progress using the Unit Assessments in Language Power.
- We will conduct Data Chats with our English Learners twice a year.
- We will continue to use our Bilingual Instructional Assistant to do a class for our newcomers with no English.
- Our ELD Coach will continue to work closely with both the teachers and students using the push-in the classroom model.

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)

DESIGNATED ELD STRATEGIES
Close Reading:
English Learners will continue to use Close Reading Strategies using text annotations in order to comprehend grade-level text.

Graphic Organizer:
English Learners will use Graphic Organizers to organize the information read, recall information with understanding, and plan for writing.

INTEGRATED ELD STRATEGIES
Frayer Model Vocabulary Building:
English Learners will use the Frayer Model graphics to build their vocabulary.

Speaking and Listening Skill Building:
English Learners will use sentence frames to speak in complete sentences and practice listening to books read to them on EPIC.

Targeted Small Group Instruction:
English Learners at the below grade level will have differentiated small group instruction twice a week implementing the Language Power Program.

Strategy/Activity

PHONICS GAMES
English Learners in grades K-2nd will play phonics games in order to engage in the learning of letter sound patterns in English.
English Learners will use TPR Srategy (Total Physical Response) when using the Heggerty Phonics curriculum in order to enhance their learning of the phonics patterns and sound systems.

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)
56,366	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

AFRICAN AMERICAN STUDENTS:

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

N/A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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	$97126
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$97126
Other State/Local Funds provided to the school	$73260

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $170,386

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	73260	0.00
Title I Part A: Parent Involvement	1709	0.00
Title I Part A: Allocation	95417	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	73,260.00
Title I Part A: Allocation	95,417.00
Title I Part A: Parent Involvement	1,709.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Karrone Meeks	Principal
Debbie Afsharian	Other School Staff
Karina Machucaevans	Classroom Teacher
Katherine Mickelson	Classroom Teacher
Yasmin Trujillo	Classroom Teacher
Jessica Hernandez	Parent or Community Member
Cheryl Lough	Parent or Community Member
Leira Ruperto	Parent or Community Member
Shima Talaei	Parent or Community Member
Jenna Chaffe and Maricor Garaniel (Reading Partners)	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 May 21, 2024.

Attested:

	Principal, Karrone Meeks on
	SSC Chairperson, Debbie Afsharian on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

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 2024-25 is as below:

School: Washington Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	390	$84,981.00