



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary STEM Magnet School	19-64881-6119549	April 15, 2025	

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.

Academic Goals Aligned to District Goal

To support District Goal 1, WESM Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, including English Learners, Foster Youth, students eligible for the Free/Reduced Meal Program, and others who have been historically underserved, will have access to a robust course selection and will show academic achievement. To achieve these goals our school commits to the following:

English Language Arts Goals

- Grades K–2:** Students will demonstrate proficiency in **Word Recognition** through the development of:
 - Phonological Awareness
 - Decoding Skills
 - Sight Word Recognition
- Grades 2–3:** Students will demonstrate proficiency in **Language Comprehension** as teachers provide strong instruction in:
 - Background Knowledge
 - Vocabulary Development
 - Language Structures
 - Verbal Reasoning
 - Literacy Knowledge

Mathematics Goals

- Grades K–5:** Students will demonstrate **Mathematical Proficiency** by developing:
 - Adaptive Reasoning
 - Strategic Competence
 - Conceptual Understanding
 - Procedural Fluency
 - Productive Disposition

These competencies will be cultivated through:

- High-Quality, Standards-Aligned Instruction
- Use of Evidence-Based, High-Quality Instructional Materials
- Consistent and Effective Implementation by Teachers

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

Before presenting our goals to the School Site Council for approval, WESM shared its goals and budget with key stakeholder groups, including ELAC, AAPC, WESM staff, and the broader school community.

Resource Inequities

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

To meet our student goals in English Language Arts, it is essential that K–2 students are provided with high-quality texts that support a standards-based curriculum. These materials must present a logical and sequential foundation in key areas of early literacy, including phonological awareness, decoding, and sight word recognition.

Additionally, students in grades 2–5 require access to high-quality texts that support the development of language comprehension skills. These texts should align with State Standards and foster growth in background knowledge, vocabulary development, language structure, verbal reasoning, and literacy knowledge.

Providing developmentally appropriate, high-quality instructional materials is critical to ensuring all students become proficient and confident readers.

School Vision and Mission

Mission Statement

Washington Elementary STEM Magnet provides a rigorous curriculum grounded in science, technology, engineering, and mathematics (STEM) that meets the diverse needs of all students. Our students become responsible, scientifically and technologically literate global citizens through the development of critical thinking, communication, collaboration, and creativity. With the support of our 2022 Magnet Schools Assistance Program award, we strive to instill environmental stewardship through our Environmental Studies focus and foster cultural awareness through our World Language program.

Vision Statement

Washington Elementary STEM Magnet will be a culturally diverse school, nationally recognized as a model of excellence in STEM education, environmental studies, and world language instruction. We will provide a safe, nurturing, and collaborative learning environment that promotes respect, trust, and academic achievement for all students.

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 435 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	0	
African American	9.60%	8.87%	10.39%	41	36	45
Asian	%	0%	0.23%	0	0	1
Filipino	2.34%	1.23%	1.85%	10	5	8
Hispanic/Latino	84.31%	85.47%	82.45%	360	347	357
Pacific Islander	%	0%	%	0	0	
White	1.87%	2.96%	2.77%	8	12	12
Multiple/No Response	1.64%	1.23%	1.62%	7	5	7
Total Enrollment				427	406	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. WESM's Hispanic/Latino population continues to be close to 83% of the school's population. (2024-2025)
2. At 4%, the white (non-Hispanic) population has slightly increased from 12 students to 17; there has been a slight decrease of Black/ African American students from 10% to 8% or 45 students to 33. (2024-2025)
3. For the 2024 - 2025 school year, there was a decline in our kindergarten class from 80 students to 52, but the TK class has been at it's maximum of 24 students all year.

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	27.6%	34.0%	34.2%
Fluent English Proficient (FEP)	73	58	68	18.4%	17.1%	15.7%
Reclassified Fluent English Proficient (RFEP)	34	23		4.9%	8%	

Conclusions based on this data:

1. For the 2024-2025 school year, the percentage of English Language Learners has decreased from 34% to 31% or from 148 students to 120.
2. 34 students or 8% of the school population (34 students) have reclassified as RFEP. (2024-2025)

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	67	76	59	67	71	59	67	71	100.0	100.0	93.4
Grade 4	72	61	68	69	61	67	69	61	67	95.8	100.0	98.5
Grade 5	83	69	69	82	69	68	81	69	68	98.8	100.0	98.6
All Grades	214	197	213	210	197	206	209	197	206	98.1	100.0	96.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2338.	2362.	5.08	5.97	12.68	15.25	7.46	14.08	25.42	22.39	19.72	54.24	64.18	53.52
Grade 4	2416.	2385.	2424.	7.25	1.64	5.97	14.49	8.20	20.90	27.54	31.15	22.39	50.72	59.02	50.75
Grade 5	2423.	2446.	2427.	9.88	7.25	4.41	11.11	28.99	16.18	13.58	13.04	22.06	65.43	50.72	57.35
All Grades	N/A	N/A	N/A	7.66	5.08	7.77	13.40	15.23	16.99	21.53	21.83	21.36	57.42	57.87	53.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	4.48	8.45	66.10	40.30	57.75	33.90	55.22	33.80
Grade 4	7.25	3.28	7.46	65.22	67.21	64.18	27.54	29.51	28.36
Grade 5	8.64	7.25	4.41	56.79	60.87	55.88	34.57	31.88	39.71
All Grades	5.74	5.08	6.80	62.20	55.84	59.22	32.06	39.09	33.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.08	2.99	4.23	45.76	38.81	36.62	49.15	58.21	59.15
Grade 4	2.90	0.00	2.99	44.93	42.62	58.21	52.17	57.38	38.81
Grade 5	2.47	8.70	4.41	35.80	47.83	39.71	61.73	43.48	55.88
All Grades	3.35	4.06	3.88	41.63	43.15	44.66	55.02	52.79	51.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.39	4.48	11.27	79.66	64.18	66.20	16.95	31.34	22.54
Grade 4	4.35	3.28	4.48	79.71	73.77	79.10	15.94	22.95	16.42
Grade 5	9.88	11.59	2.94	71.60	69.57	72.06	18.52	18.84	25.00
All Grades	6.22	6.60	6.31	76.56	69.04	72.33	17.22	24.37	21.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.08	2.99	5.63	72.88	53.73	52.11	22.03	43.28	42.25
Grade 4	5.80	1.64	5.97	69.57	65.57	74.63	24.64	32.79	19.40
Grade 5	11.11	2.90	7.35	49.38	57.97	57.35	39.51	39.13	35.29
All Grades	7.66	2.54	6.31	62.68	58.88	61.17	29.67	38.58	32.52

Conclusions based on this data:

- Overall for the ELPAC 2023-2024 there was an increase of 4.5 percent increase in those who met, exceed or are near to standard and a 5 percentage point decrease in those testing at below standard.
- Research and Inquiry demonstrated an increase in those who met or exceed or are near standard - 67.5% and those below standard 32.5%. (2023-2024)

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	67	76	59	67	71	59	67	71	100.0	100.0	93.4
Grade 4	72	61	68	70	61	67	70	61	67	97.2	100.0	98.5
Grade 5	83	69	69	81	69	67	81	69	67	97.6	100.0	97.1
Grade 6											----	
Grade 7											----	
Grade 8											----	
All Grades	214	197	213	210	197	205	210	197	205	98.1	100.0	96.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2349.	2383.	8.47	0.00	9.86	23.73	19.40	14.08	13.56	20.90	21.13	54.24	59.70	54.93
Grade 4	2414.	2412.	2423.	4.29	4.92	4.48	18.57	13.11	20.90	24.29	29.51	28.36	52.86	52.46	46.27
Grade 5	2434.	2445.	2447.	6.17	8.70	10.45	4.94	7.25	8.96	28.40	27.54	22.39	60.49	56.52	58.21
All Grades	N/A	N/A	N/A	6.19	4.57	8.29	14.76	13.20	14.63	22.86	25.89	23.90	56.19	56.35	53.17

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.86	2.99	9.86	38.98	35.82	33.80	49.15	61.19	56.34
Grade 4	1.43	3.28	2.99	38.57	36.07	40.30	60.00	60.66	56.72
Grade 5	3.70	4.35	5.97	41.98	50.72	41.79	54.32	44.93	52.24
All Grades	5.24	3.55	6.34	40.00	41.12	38.54	54.76	55.33	55.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.17	1.49	14.08	59.32	59.70	57.75	30.51	38.81	28.17
Grade 4	7.14	4.92	8.96	48.57	54.10	61.19	44.29	40.98	29.85
Grade 5	3.70	4.35	1.49	51.85	50.72	53.73	44.44	44.93	44.78
All Grades	6.67	3.55	8.29	52.86	54.82	57.56	40.48	41.62	34.15

Conclusions based on this data:

1. 2023-2024 Mathematics WESM overall five percentage point increase for students testing at or above standard, and a slight decrease in near and below standard.
2. For Problem Solving and Modeling/ Data Analysis, the 5th grade had a seven percentage point increase in students scoring below standard, but the 3rd and 4th grades had decreases. (2023-2024)
3. In Communicating Reasoning, 3rd grade increased these students scoring above standard by 12.6 percentage points, and 4th grade increased by 4.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1410.8	1441.2	1419.8	1420.9	1436.5	1406.1	1387.3	1452.2	1451.5	29	26	42
1	1411.6	1439.3	1413.5	1441.0	1448.7	1419.6	1381.7	1429.3	1406.9	15	27	17
2	1463.5	1447.3	1438.6	1470.2	1440.6	1440.9	1456.2	1453.4	1435.9	31	14	27
3	1498.8	1474.7	1419.6	1509.0	1474.2	1434.8	1488.3	1474.4	1403.9	18	29	18
4	1519.0	1495.9	1502.8	1527.6	1502.4	1505.9	1509.9	1489.1	1499.3	26	18	24
5	1510.1	1518.6	1483.5	1519.3	1521.8	1474.3	1500.5	1515.0	1491.9	26	20	22
All Grades										145	134	150

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.90	19.23	42.86	48.28	46.15	11.90	27.59	30.77	14.29	17.24	3.85	30.95	29	26	42
1	6.67	3.70	0.00	13.33	33.33	47.06	46.67	40.74	23.53	33.33	22.22	29.41	15	27	17
2	3.23	7.14	3.70	38.71	28.57	25.93	48.39	35.71	44.44	9.68	28.57	25.93	31	14	27
3	11.11	6.90	0.00	55.56	27.59	16.67	33.33	44.83	44.44	0.00	20.69	38.89	18	29	18
4	23.08	5.56	12.50	38.46	27.78	33.33	30.77	61.11	50.00	7.69	5.56	4.17	26	18	24
5	3.85	20.00	9.09	50.00	40.00	27.27	38.46	25.00	31.82	7.69	15.00	31.82	26	20	22
All Grades	8.97	10.45	16.00	42.07	34.33	24.67	37.24	39.55	32.67	11.72	15.67	26.67	145	134	150

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.45	15.38	35.71	58.62	46.15	21.43	20.69	34.62	11.90	17.24	3.85	30.95	29	26	42
1	26.67	7.41	23.53	26.67	59.26	23.53	33.33	18.52	17.65	13.33	14.81	35.29	15	27	17
2	12.90	0.00	11.11	41.94	35.71	29.63	41.94	42.86	40.74	3.23	21.43	18.52	31	14	27
3	33.33	20.69	16.67	61.11	37.93	33.33	5.56	27.59	22.22	0.00	13.79	27.78	18	29	18
4	53.85	22.22	25.00	19.23	61.11	54.17	23.08	11.11	20.83	3.85	5.56	0.00	26	18	24
5	38.46	45.00	13.64	53.85	40.00	45.45	3.85	10.00	13.64	3.85	5.00	27.27	26	20	22
All Grades	26.90	18.66	22.67	44.14	47.01	33.33	22.07	23.88	20.67	6.90	10.45	23.33	145	134	150

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.45	19.23	45.24	31.03	26.92	7.14	44.83	46.15	16.67	20.69	7.69	30.95	29	26	42
1	0.00	7.41	0.00	6.67	14.81	47.06	20.00	40.74	23.53	73.33	37.04	29.41	15	27	17
2	0.00	7.14	3.70	22.58	21.43	25.93	64.52	21.43	29.63	12.90	50.00	40.74	31	14	27
3	5.56	3.45	0.00	16.67	13.79	5.56	55.56	48.28	33.33	22.22	34.48	61.11	18	29	18
4	11.54	0.00	8.33	23.08	22.22	12.50	34.62	50.00	50.00	30.77	27.78	29.17	26	18	24
5	0.00	10.00	4.55	3.85	15.00	4.55	50.00	40.00	54.55	46.15	35.00	36.36	26	20	22
All Grades	3.45	8.21	15.33	18.62	18.66	15.33	46.90	42.54	32.67	31.03	30.60	36.67	145	134	150

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.90	23.08	47.62	82.76	73.08	26.19	10.34	3.85	26.19	29	26	42
1	20.00	37.04	29.41	66.67	55.56	23.53	13.33	7.41	47.06	15	27	17
2	9.68	7.14	18.52	70.97	71.43	48.15	19.35	21.43	33.33	31	14	27
3	33.33	10.34	11.11	50.00	55.17	38.89	16.67	34.48	50.00	18	29	18
4	38.46	22.22	29.17	42.31	61.11	62.50	19.23	16.67	8.33	26	18	24
5	0.00	20.00	4.55	88.46	65.00	72.73	11.54	15.00	22.73	26	20	22
All Grades	16.55	20.90	26.67	68.28	62.69	44.00	15.17	16.42	29.33	145	134	150

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	7.69	16.67	75.86	80.77	42.86	24.14	11.54	40.48	29	26	42
1	33.33	3.70	0.00	46.67	77.78	76.47	20.00	18.52	23.53	15	27	17
2	32.26	7.14	3.70	64.52	71.43	85.19	3.23	21.43	11.11	31	14	27
3	83.33	31.03	33.33	16.67	51.72	38.89	0.00	17.24	27.78	18	29	18
4	69.23	50.00	41.67	26.92	44.44	58.33	3.85	5.56	0.00	26	18	24
5	76.92	70.00	22.73	23.08	20.00	45.45	0.00	10.00	31.82	26	20	22
All Grades	46.90	26.87	19.33	44.83	58.96	56.67	8.28	14.18	24.00	145	134	150

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.45	19.23	42.86	75.86	76.92	23.81	20.69	3.85	33.33	29	26	42
1	0.00	22.22	41.18	13.33	33.33	29.41	86.67	44.44	29.41	15	27	17
2	3.23	14.29	0.00	74.19	28.57	59.26	22.58	57.14	40.74	31	14	27
3	0.00	6.90	0.00	50.00	20.69	33.33	50.00	72.41	66.67	18	29	18
4	11.54	0.00	8.33	53.85	55.56	41.67	34.62	44.44	50.00	26	18	24
5	3.85	15.00	4.55	42.31	45.00	50.00	53.85	40.00	45.45	26	20	22
All Grades	4.14	13.43	18.67	55.86	43.28	38.67	40.00	43.28	42.67	145	134	150

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.79	50.00	45.24	55.17	26.92	21.43	31.03	23.08	33.33	29	26	42
1	6.67	0.00	0.00	66.67	70.37	64.71	26.67	29.63	35.29	15	27	17
2	3.23	14.29	7.41	77.42	57.14	62.96	19.35	28.57	29.63	31	14	27
3	11.11	10.34	0.00	88.89	75.86	38.89	0.00	13.79	61.11	18	29	18
4	11.54	33.33	4.17	69.23	38.89	91.67	19.23	27.78	4.17	26	18	24
5	3.85	15.00	9.09	73.08	65.00	50.00	23.08	20.00	40.91	26	20	22
All Grades	8.28	20.15	16.00	71.03	56.72	51.33	20.69	23.13	32.67	145	134	150

Conclusions based on this data:

- 39.4% of English Learners have progressed at least one ELPI Level. This is a 6.7% increase from the previous year.
- English Learners in 2023-24 school year are 98.8 points below standards on the Caaspp Math Assessment. This is 6.4 points increase from the previous school year.
English Learners in 2023-24 school year are 79.9 points below standards on the Caspp ELA Assessment. This is 5.2 points increase from the previous school year.

School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
433	86.8%	34.2%	2.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	34.2%
Foster Youth	10	2.3%
Homeless	23	5.3%
Socioeconomically Disadvantaged	376	86.8%
Students with Disabilities	73	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	10.4%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	8	1.8%
Hispanic	357	82.4%
Two or More Races	7	1.6%
Pacific Islander	0	0.0%
White	12	2.8%

Conclusions based on this data:

- For 2024-2025, the percentage of foster youth have declined from 2.3% to 1.5% (6 students).

2. The percentage of students socioeconomically disadvantaged has held steady at 87% (356 students). 2024-2025
3. The students with disabilities has increased in 2024-2025 to 20% (82 students).

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our data reveals that WESM's students made an average 14.9 point gain on the ELA CAASPP assessment for 23 - 24. We are an average of 61.4 points below standards and the 14.9 point gain moved us closer to meeting standards.

2. Our data reveals that WESM's students made an average 14.7 point gain on the MATH CAASPP assessment for 23 - 24. We are an average of 64.5 points below standards and the 14.7 point gain moved us closer to meeting standards.
3. Our data reveals that WESM's English Learner students made an average 6.7% gain on the ELPAC assessment for 23 - 24. In addition data reveals that 39.4% of our students are making progress.

School and Student Performance Data

Academic Performance English Language Arts

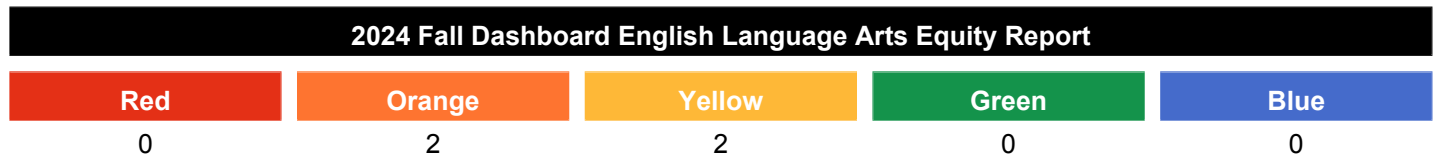
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 61.4 points below standard Increased 14.9 points 192 Students	English Learners  Orange 79.9 points below standard Increased 5.2 points 65 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  No Performance Color Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Yellow 64.1 points below standard Increased 12.1 points 178 Students

Students with Disabilities  Orange 127.6 points below standard Increased 8.1 points 42 Students	African American  No Performance Color 75.8 points below standard Increased 98.4 points 22 Students	American Indian  No Performance Color Less than 11 Students 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 61.2 points below standard Increased 5.7 points 158 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. Overall, Washington's students made positive gains in the area of English Language Arts. Our data reveals an increase of 14.9 points, which moved us closer to meeting proficiency, putting us only 61.4 points below meeting standards.
2. Our data also revealed that our English Learners made positive gains in the area of English Language Arts. Our data reveals our English Learners increased by 5.2 points, moving us closer to meeting proficiency...only 79.9 points from meeting standards.
3. Our data revealed that our Students with Disabilities made positive gains in the area of English Language Arts. Our data reveals that our Students with Disabilities increased by 8.1 points, moving us closer to meeting proficiency...only 127.6 points from meeting standards.

School and Student Performance Data

Academic Performance Mathematics

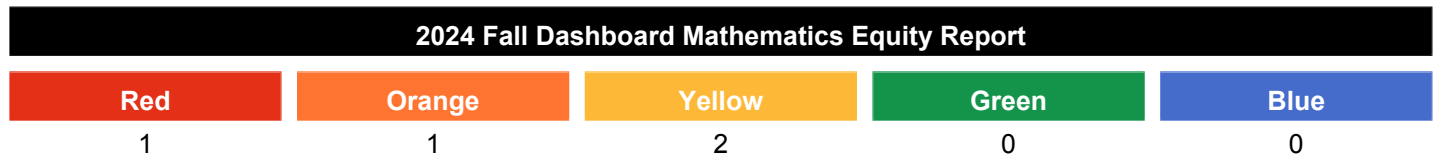
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 64.5 points below standard Increased 14.7 points 194 Students	English Learners  Orange 86.2 points below standard Maintained 1.6 points 68 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  No Performance Color 91.9 points below standard 12 Students	Socioeconomically Disadvantaged  Yellow 67.3 points below standard Increased 12.5 points 180 Students

Students with Disabilities  Red 129.0 points below standard Maintained 1.6 points 42 Students	African American  No Performance Color 79.0 points below standard Increased 77.1 points 22 Students	American Indian  No Performance Color Less than 11 Students 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 63.7 points below standard Increased 9.4 points 159 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. Overall, Washington's students made positive gains in the area of Mathematics. Our data reveals an increase of 14.7 points, which moved us closer to meeting proficiency, putting us only 64.5 points below meeting standards.
2. Our data also revealed that our English Learners made positive gains in the area of Mathematics. Our data reveals that our English Learners increased by 6.4 points, which moved us closer to meeting proficiency...putting us only 98.8 points away from meeting standards.
3. Our data revealed that our Students with Disabilities maintained a slight increase of 1.6 points in the area of Mathematics; placing them approximately 129 points from meeting standards.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
39.4% making progress.	making progress.
Number Students: 94 Students	Number Students: 1 Student

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.

2024 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
23.4%	37.2%	0%	39.4%

Conclusions based on this data:

1. Our Data reveals that 37.2% of our students maintained their ELPI Level.
2. Our data also reveals a slight increase of 2.9% of students who increased at least ONE ELPI; compared to last year. Data reveals that last year we had 36.5% of students who increased at lease One ELPI Level compared to 23 - 24 there wherein 39.4% of our students progressed at lease one ELPI Level.
3. Our data reveals a slight decrease in students DECREASING One ELPI compared to last year wherein 30.8% of our students demonstrated a decline and this year only 23.4% demonstrated a decline.

School and Student Performance Data

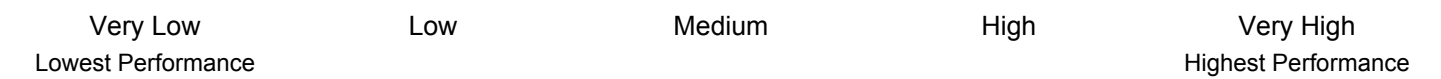
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 35% Chronically Absent Declined 6 468 Students	English Learners  Yellow 35.4% Chronically Absent Declined 10.2 164 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color 66.7% Chronically Absent Increased 16.7 12 Students	Homeless  No Performance Color 50% Chronically Absent Declined 3.8 28 Students	Socioeconomically Disadvantaged  Yellow 34.9% Chronically Absent Declined 5.7 424 Students

Students with Disabilities  Orange 33% Chronically Absent Declined 8.8 100 Students	African American  Orange 49% Chronically Absent Declined 3.3 49 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Yellow 35.2% Chronically Absent Declined 5.3 381 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 14.3% Chronically Absent Declined 16.5 14 Students

Conclusions based on this data:

1. Our data reveals that our two target groups, African American and Students with Disabilities, both demonstrated a decline in the percentage of Chronically Absent students. Our 49 African American subgroup demonstrated a decline of 3.3% and our Students with Disabilities saw a decline of 8.8%.
2. Our data reveals that all subgroups, except for Foster Youth, saw a decline in the percentage of students considered Chronically Absent.
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 2024 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

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

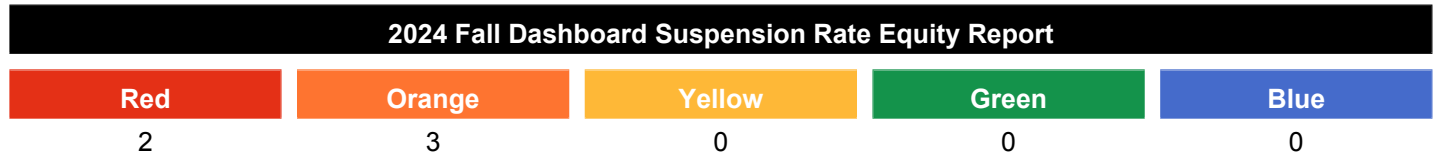
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.1% suspended at least one day Increased 1.1% 485 Students	English Learners  Orange 3% suspended at least one day Increased 1.6% 169 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color 12.5% suspended at least one day Maintained 0% 16 Students	Homeless  No Performance Color 0% suspended at least one day Declined 3.7% 30 Students	Socioeconomically Disadvantaged  Orange 3.5% suspended at least one day Increased 1.4% 434 Students

Students with Disabilities  Red 6.8% suspended at least one day Increased 1.4% 103 Students	African American  Red 11.5% suspended at least one day Increased 3.2% 52 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Orange 1.8% suspended at least one day Increased 0.4% 393 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 15 Students

Conclusions based on this data:

1. This is an area for continued focus. Washington had an increase of 1.1% of students who were suspended at least 1 day (3.1% of students were suspended at least one day)
2. Washington's African American students are still the largest group who were suspended. Based on our data African American students saw the largest increase of 3.2% of the 52 students were suspended at least one day (which is 11.% suspended at least one day).
3. Washington's Students with Disabilities students are the second largest group who were suspended. Based on our data, Students with Disabilities saw an increase of suspensions by 1.4% of the 103 students; there moving us to 6.8% suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

ENGLISH LANGUAGE ARTS

CAASPP GOALS

All Students in 3rd-5th Grade will show progress towards meeting grade level standards in English Language Arts.

In order for All Students to Meet the Standards, they must be a minimum of -5 points away from the average minimum scale score of 2469.

In order for All Students to maintain the Nearly Met Standards, they must make a minimum of 3 points increase from prior year (-58.4)

In order for English Learners to be in the Nearly Met Standards, they must make a minimum of 9.9 points increase from prior year. (-70.0)

In order for Students with Disabilities to be in the Nearly Met Standards, they must make a minimum of 57.6 points increase from prior year. (-127.6)

In order for African-American Students to be in the Nearly Met Standards, they must make a minimum of 5.8 points increase from prior year. (-75.8)

I-READY READING GOALS

All Students will show progress towards meeting grade level standards in English Language Arts.

-By 2025-26 Final Diagnostic, we want to move at least half the students to the next Tier.

-Data for All Students will indicate (52% at Tier 1) (34% at Tier 2) (14% at Tier 3)

-Data for Students with Disabilities will indicate (32% at Tier 1) (43% at Tier 2) (25% at Tier 3)

-Data for African-American Students will indicate (46% at Tier 1) (37% at Tier 2) (17% at Tier 3)

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 (with targeted vocabulary instruction)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Caaspp ELA for All 3rd-5th Graders indicate school placement at the yellow mark.	Caaspp ELA for 3rd-5th Graders Baseline is -61.4	Caaspp ELA for All 3rd-5th Graders is expected to increase a minimum of 15.0 points in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points away from meeting the standard.	order to maintain the current yellow mark.
Caaspp ELA for 3rd-5th Grade Students with Disabilities are at the orange mark.	Caaspp ELA for 3rd-5th Grade Student with Disabilities are - 127.6 points away from meeting the standards.	Caaspp ELA for 3rd-5th Grade Students with Disabilities is expected to increase a minimum of 9.9 points in order to be in the yellow mark.
Caaspp ELA for 3rd-5th Grade African-American Students are at the orange mark.	Caaspp ELA for 3rd-5th Grade African-American Students are -75.8 points away from minimally meeting the standards (2464).	Caaspp ELA for 3rd-5th African-American Students is expected to increase a minimum of 5.8 points in order to be in the yellow mark.
K-5th I-Ready Reading Final Diagnostic indicates that All Students are making progress towards grade-level proficiency.	K-5th I-Ready Reading Final Diagnostic School Averages from 2021-2024 for All Students are (32% Tier 1) (41% Tier 2) (27% Tier 3)	K-5th I-Ready Reading Final Diagnostic Expected Outcome for All Students will be (52% at Tier 1) (34% Tier 2) (14% at Tier 3).
K-5th I-Ready Reading Final Diagnostic indicates that Students with Disabilities are making progress towards grade-level proficiency.	K-5th I-Ready Reading Final Diagnostic School Averages from 2021-2024 for Students with Disabilities are (15% Tier 1) (34% Tier 2) (51% Tier 3)	K-5th I-Ready Reading Final Diagnostic Expected Outcome for Students with Disabilities will be (32% at Tier 1) (43% Tier 2) (25% at Tier 3).
K-5th I-Ready Reading Final Diagnostic indicates that African-American Students are making progress towards grade-level proficiency.	K-5th I-Ready Reading Final Diagnostic School Averages from 2021-2024 for African-American Students are (26% Tier 1) (41% Tier 2) (33% Tier 3)	-5th I-Ready Reading Final Diagnostic Expected Outcome for All Students will be (46% at Tier 1) (37% Tier 2) (17% at Tier 3).

Annual Review

SPSA Year Reviewed: 2024-25

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.

K-5th Teachers have been implementing HMH Into Reading with High Quality Instructional Material.

Teachers have been following the program diligently and the overall effectiveness have been evident in our data.

With High quality instructional materials (HQIM) in place, students have been using the HMH Module assessments to do monthly progress monitoring.

K-5th Teachers have also been using Heggerty (K-3rd) and HMH Reading Foundations (4-5th) in order to build strong phonemic awareness and phonics skills. Students have been incrementally closing the reading gap with consistency and efficiency as indicated by the data.

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.

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 Strategy using HQIM for ALL Students:

- Reading to practice (picture clues, rereading, corss-checking, letter-sound clues, self-monitoring)
- Annotate the HQIM
- Complete a Thinking Map
- Orally Retell using the Thinking Map to retell in sequence and add personal thinking
- Complete a written response to articulate understanding of the HQIM

STUDENT ENGAGEMENT:

Teachers will ensure ALL Students are Communicating, Collaborating, Critical Thinking, and Being Creative across the Curriculum

BUILDING READING FLUENCY:

All K-2nd Grade Students will incorporate Heggerty Decodables to practice weekly Reading Fluency to practice word recognition, accuracy, automaticity, expression, and phrasing

All 3rd - 5th Grade Students will incorporate Fluency Passages to practice word recognition, accuracy, automaticity, expression and phrasing.

MTSS COACH:

All Students will be served equitably by Check-Ins, Awards, and 3rd-5th Grade Students by Data Goal Review Meetings in Trimester 1 and Trimester 2.

All Teachers will be served equitably by Grade-Level Data Analysis, Lesson Planning, and Lesson Modeling

If We Have an INTERVENTION TEACHER:

All 2nd-5th Grade Students will receive Reading Foundations Targeted Instruction with Progress Monitoring

Strategy/Activity

DIFFERENTIATING INSTRUCTION:

Activity 1: 3rd-5th Grade Students will use Carnegie Fast ForWord in order to close learning gaps

Activity 2: K-2nd Grade Students will use Amira with HMH in order to close learning gaps

Activity 3: 3rd-5th Grade Students will use No RedInk to improve and progress in writing

Activity 3: Targeted Small Group Instruction (Data Driven)

Activity 4: Student Conferencing & Goal Setting (Data Driven)

Smaller Class Sizes

By purchasing a class size reduction (CSR) teacher utilizing Superintendent Zone Funds as well as Title 1 & LCFF funds, K - 5 teachers will be afforded the opportunity to reach more students to diversify the instruction needed for At Risk students.

Integrated Technology will be utilized to build prerequisite skills needed for our TK - 5th Grade students. Integrated Technology will be utilized to reinforce grade level standards and provide enrichment.

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)
52,000	LCFF Supplemental and Concentration (S/C)
30,000	Title I Part A: Allocation
10,000	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 # 1

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

Goal 2

MATHEMATICS GOALS:
All Students will demonstrate grade-level knowledge in the area of mathematics

CAASPP MATH GOAL:
-All Students in 3rd-5th Grades will have an average increase of 3 points to continue at the nearly met standards (yellow). (~2418 to 2421)
-Our stretch goal for all students is to increase by 39.5 points in order to meet grade level standards (green).

I-READY MATH GOAL:
-2025-2026 Final Diagnostic will indicate an overall increase of 6% or more resulting in at least 35% of Students in Tier 1.
-Our stretch goal is for the Final Diagnostic to indicate an overall increase of 13%

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 -64.5 (Yellow) from 2024 by a total of +3.0 or more (to remain in Yellow) with a stretch goal of +39.5 or more (to reach Green) to end at -61.5 or more (-25 or more to reach Green) by the end of the 2025-2026 school year.	CAASPP Math for all students are scoring -64.5 points from meeting grade level standards which places them in the YELLOW category	In order to maintain the YELLOW category, the average score of all students will need to increase by at least 3 points; and in order to meet our STRETCH goal, all students will need an average increase of at least 39.5 points (GREEN).
Math performance rate for English Learners will increase the baseline of -86.2 (Orange)	CAASPP Math for English Language Learners have a baseline of -86.2 points from	In order for our English Learners to reach the YELLOW category, the average score of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
from 2024 by a total of +3.0 or more (to reach Yellow) with a stretch goal of +61.2 or more (to reach Green) to end at -83.2 or more (-25 or more to reach Green) by the end of the 2025-2026 school year.	meeting grade level standards which placed them in the ORANGE category.	English Learners will need to increase by at least 3 points; and in order to meet our STRETCH goal, English Learners will need an average increase of at least 61.2 points (GREEN).
Math performance rate for Students with Disabilities will increase the baseline of -129 (Red) from 2024 by a total of +3.0 or more (to reach Orange) with a stretch goal of +34 or more (to reach Yellow) to end at -126 or more (-95 or more to reach Yellow) by the end of the 2025-2026 school year.	CAASPP Math data for our Students with Disabilities have a baseline of -129 points away from meeting grade level standard which places them in the RED category.	In order for our Students with Disabilities to reach the ORANGE category, the average score of Students with Disabilities will need to increase by at least 3 points; and in order to meet our STRETCH goal, Students with Disabilities will need an average increase of at least 34 points (YELLOW).
Math performance rate for African American Students will increase the baseline of -79 (No Color) from 2024 by a total of +3.0 or more (to reach Yellow) with a stretch goal of +54 or more (to reach Green) to end at -76 or more (-25 or more to reach Green) by the end of the 2025-2026 school year.	CAASPP Math data for our African American students have a baseline of -79 points away from meeting grade level standards (Currently they have no color rating).	In order for our African American students to reach the YELLOW category, the average score of African American Students will need to increase by at least 3 points and; in order to meet our STRETCH goal, African American Students will need an average increase of at least 54 points (GREEN).
WESM iReady PUSD diagnostic 3 performance rate (percent proficient) will increase the baseline of 29% from 2024 by a total of +6% or more with a stretch goal of +13% or more to end at 35% or more by the end of the 2025-2026 school year.	iREADY Math performance rate for all students is at a baseline of 29% of our students performing at the proficiency level.	The percent of All Students scoring proficient will increase by 6% or more to move toward 35% of Washington's students scoring proficient on the iReady diagnostic. To meet our STRETCH goal of 42% of students reaching proficiency, the percent of All Students scoring proficient will need to increase by 13% or more.

Annual Review

SPSA Year Reviewed: 2024-25

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 (EPSE: Explore, Plan, Solve, and, Examine; RICE: Read, Illustrate, Compute, and Explain; etc.).

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

Current data indicates that the overall implementation has been effective in meeting the WESM CAASPP math goals, but not the WESM iReady math goals.

CAASPP math performance rate for All Students met the goal of increasing the baseline of -79.2 (Orange) from 2023 by a total of +3.0 or more (to reach Yellow) to end at -76.2 or more by the end of the 2024-2025 school year... Increased by 14.7 to end at -64.5 (Yellow).

WESM iReady math performance rate did not meet the goal of increasing the baseline of 28% from 2023 by a total of +5% or more to end at 33% or more by the end of the 2024-2025 school year... Increased by 1% to end at 29%.

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 dedicated 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.

Smaller Class Sizes

By purchasing a CSR teacher utilizing Superintendent Zone Funds as well as Title 1 & LCFF funds, K - 5 teachers will be afforded the opportunity to reach more students to diversify the instruction needed for At Risk students.

Integrated Technology will be utilized to build prerequisite skills needed for our TK - 5th Grade students. Integrated Technology will be utilized to reinforce grade level standards and provide enrichment.

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)
52,000	Title I Part A: Allocation
4,807	LCFF Supplemental and Concentration (S/C)
0	

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 92%

Identified Need

WESM has made progress in the 2024-2025 school year in decreasing chronic absenteeism.
****Based on our 23 - 24 California Dashboard, WESM obtained an overall 6% decline in the number of Chronic Absenteeism students***** (from 41% to 35%)
****Based on the 23 - 24 California Dashboard, WESM reduced to 35% chronically absent students *****
****Based on the 23 - 24 California Dashboard, WESM reduced to 49% chronically absent African American Students--- This was a DECLINE of 3.3% *****
****Based on the 23 - 24 California Dashboard, WESM reduced to 33% chronically absent Students w/ Disabilities --- This was a decline of 8.8% *****

OUR NEEDS BASED ON THE CALIFORNIA DASHBOARD:

- 1). Reduce the number of African American Students who are currently in the ORANGE band and move to the YELLOW Band
- 2). Reduce the number of African American Students who are currently in the ORANGE band and move to the YELLOW band
- 3). Increase our ADA for Kindergarten students from 85% to a minimum average of 90%
- 4). Increase our ADA for 1st grade students from 91% to a minimum average of 95%
- 5) Increase our ADA for

As if April 15, 2025, WESM's Yearly Average Daily Attendance for our General Education TK-5th Grade classrooms are as follows:
Regular Program:
TK: 87.02%
Kinder: 85.4%
1st: 90.7%
2nd: 91.4%
3rd: 90.5%
4th: 89.5%
5th: 89.86%
AS OF APRIL 2025, our Average Daily Attendance is 89.78%, which is a slight decline from 23 - 24 (which was 90.78%)

As of April 15, 2025, WESM's Yearly Average Daily Attendance for our SDC classrooms are as follows:

Special Day Classes:

Kinder: 79.62%

1st: 83.33%

2nd: 89.12%

3rd: 92.18%

4th: 93.50%

5th: 96%

AS OF APRIL 2025, our Average Daily Attendance is 89.53%, which is a slight decline from 23 - 24 (which was 90.81%)

The chronic absenteeism rate for

All students: 35%

African American: 49%

English Learner: 35.4%

Students with Disabilities: 33%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate for all students will decrease the baseline of 35% (Yellow) from 2024 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 35% 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
The Chronic Absenteeism Rate for African American students will decrease the baseline of 49% (ORANGE) from 2024 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 49%, 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate for our English Learners will decrease the baseline of 36% (ORANGE) from 2024 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 Learner students is at a baseline of 36% 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 33% (ORANGE) from 2024 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 are chronically absent by 22 students or 11 students over the next two years to move this subgroup from Orange to YELLOW status.	Chronic Absenteeism Rate for Students with Disabilities is at a baseline of 33% 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 students over the next 2 years) from orange to Yellow status

Annual Review

SPSA Year Reviewed: 2024-25

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.

For the 2024-2025 school year, the attendance team implemented several PBIS initiatives to increase positive attendance growth and decrease chronic absenteeism.

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 Eaton Fire and the resulting school closure impacted all schools in PUSD, WESM included. Nearby homes needed to be cleaned of toxic substances before families could return and transportation was not always available.

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

Focus on giving students and parents a sense of belonging in our school community by developing personal connections
Provide additional opportunities for a positive rapport and communication with African American parents (phone calls, digital and written communication)
Increase the participation of African American parents in a variety of school activities
Survey African American parents to ensure activity times are in line with their schedules
Increase parent group outreach to African American parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students/ parent component

Strategy/Activity

Continue mental health outreach & information
Parent workshops with the following focuses -
*ACADEMIC SUPPORT
*SOCIAL EMOTIONAL DEVELOPMENT
*FAMILY EMPOWERMENT & ENGAGEMENT
*LIFE SKILLS & SUPPORT
Increased visibility and communication of community programs provided, such as:
* Before & after school care
* Academic support
* Social-emotional assistance
* Family empowerment & engagement

* Independent study and online instruction options for students and families who require an extended time away from the school site

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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 absenteeism:

Strategy/Activity

Increase home visits

Increase student incentives for those chronically tardy students

Increase parent communication regarding breakfast availability and bell schedule reminders

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

Monthly school wide attendance individual recognition - most improved, best attendance, most reduced tardies, etc.

Monthly school wide attendance, classroom recognition for most improved and best attendance, grade level banners, fun zone activities, and grade level mascot

Monthly spirit rallies to celebrate students and classrooms

Student Incentives

School Staff:

Additional professional development for all staff to recognize the signs of student mental health needs & the referral process

Ongoing professional development and peer collaboration in student engagement and creating a welcoming, inviting classroom environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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:

Objective: To increase Parent Engagement through communication, participation, and education opportunities

Identified Need

Parent Involvement:

- 1.) Increase number of volunteers at school wide activities by 5%
 - a). Increase the number of parents in school wide activities: 1,088 as of April 4, 2025
 - b). Compared to 807 in the 2023-2024 school year 5% gain since the last school year meaning we met our 2023-2024 goal.
 - c) Upcoming planned events: Monthly SSC, ELAC, AAPC, Coffee with the principal, Open house, Spring Carnival, Kinder Celebration, 5th Gr. Activities, LACO Parent Workshops
 - d) Create an online volunteer signup form to send virtually for upcoming events
- 2.) Increase the number of parents attending PTA, SSC, ELAC, and AAPC by 5%
 - a) Increase parent communication digitally through email, phone call, text messages, SMORE application, social media, class dojo, parent bulletin boards located in 3 different locations.
- 3.). A minimum of two parent workshops a trimester organized by the community advocate:
 - a). Parent workshops on ACADEMIC SUPPORT, SOCIAL EMOTIONAL DEVELOPMENT, FAMILY EMPOWERMENT & ENGAGEMENT, LIFE SKILLS & SUPPORT
 - i) Based on topics of parent workshops hybrid meetings will be available
 - ii) How to use technology, ESL classes, make them marketable
- 4.). Through the community assistant and advocate efforts, additional community support for foster parents and parents in transition will be provided, monitored and evaluated.
 - a) Tier III supports such as school monthly check-ins, community partners/ resources, and academic supports
 - i). Monitored/ evaluation via virtual parent communication tracker
- 5.) Support Systems
 - a). Tier III support for foster youth & families in transition
 - b). Use virtual communication tracker for monitoring engagement
- 6.). New Strategies & Ideas
 - a). Student Performance = Higher Attendance

- i). We will try incorporating a student performance at every Family Fun Night
- b). Highlight "PHI-nomenal" Families
- i). A fun recognition for highly involved families could build community spirit.

7.). incentivize Attendance

- a). Raffles, free resources, or photo ops with student performers

We have noticed that when we have WESM Student performances at Family Fun Night we have an increase of parent involvement at our events.

For instance 115 parents came to Family Fun Night - Latino Heritage but only 45 parents came to Family Fun Night - Celebrating Black History

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: 2024-25

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)

Youth in Foster Care and Students Experiencing Homelessness

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.

To utilize our Community Assistant and Advocate as the main vehicle to ensure that the stated goals are executed and modified as needed. These positions are paid as follows:

8 hour Community Assistant is paid through Superintendent's Zone School Funds

8 Hour Community Advocate is paid through Community School's Funds

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,148	Title I Part A: Parent Involvement
10,782	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)
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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 11.5% (RED) from 2024 by a total of 0.3% or more (to reach ORANGE) with a stretch goal of 1.0% or more (to reach YELLOW) to end at 11.2% or lower (10.5% or lower to reach YELLOW) by the end of the 2025- 2026 school year.	Data shows that 6 out of the 52 (11.5%) African American students were suspended; therefore, our target goal is to reduce the number of AA suspended students to only 5 out of 45 (11.1%) by the end of 2025 - 2026.	Currently our Performance indicator reflects that our African American suspension rate is in the Red. Our expected outcome for the 25 - 26 school year is to move to the Orange category which is a decrease of 0.3% or 1 less AA student suspended (5 out of 45 students).
Suspension Rate for Students with Disabilities will decrease the baseline of 6.8% (RED) from 2024 by a total of 0.3%or more (to reach ORANGE) with a stretch goal of 1.0% or more (to reach the YELLOW) to end at 6.5% or lower (5.8% or lower	Data shows that 7 out of 103 (6.8%) of students with Disabilities were suspended; therefore, our target goal is to reduce the number of Students with Disabilities suspended to only 6 out of 93 students (6.5%) by the end of 2025 - 2026 school year.	Currently our Performance indicator reflects that our Students with Disabilities suspension rate is in the Red category. Our expected outcome for the 25 - 26 school year is to move to the Orange category which is a decrease of 0.3% or 1 less Students with

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
to reach YELLOW) by the end of the 2025- 2026 school year.		Disabilities (6 out of 93 students)

Annual Review

SPSA Year Reviewed: 2024-25

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.

With the help of the SWSS department's Tiered Fidelity Plan, we were able to sustain programs, strategies, and supports that provided many preventative measures for all students' success. In addition, the additional training and support from our RTI / Wellness Coach, as well as our Clinical Social Worker, provided all students ongoing supportive incentives as well as set goals and activities that were aimed at our Targeted students.

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

Unfortunately, our district had to make many budget cuts this year which eliminated the "RTI / Wellness Coach" for the 25 - 26 school year. However, since Washington is one of the "Superintendent's Zone Schools, additional funds have been allocated to provide an additional MTSS Coach who should be able to support these efforts.

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

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

MTSS 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
- Positive relationship building strategy with student/staff partners (frequent check-ins w/progress monitoring)

Project Aide Support:

- Organized games and activities designed to encourage and improve social interaction.
- School-wide conflict resolution and community building
- 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)

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 Students with Disabilities 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

MTSS (RTI Wellness) Coach support:

- Daily Check-in/Check-out with a staff member
- Positive relationship building strategy with student/staff partners (frequent check-ins w/progress monitoring)
- 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)
10,000	Title I Part A: Allocation
5,013	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 # 1

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

Goal 6

SCIENCE GOALS

All 5th Grade Students will show progress toward meeting the grade-level standards.

CAST Goals:
1/3 or more of all Students in the 5th grade level will meet or exceed the standards.
This will also include 1/3 of English Learners, Students with Disabilities, and African-American Students who will meet or exceed the standards.
It is our Goal to Increase the Above Standards % and Decrease the Below Standard % by half in Life Science, Physical Science, and Earth Science domains on the CAST.

AMPLIFY SCIENCE BENCHMARKS:
50% or more of All K-5th Students, English Learners, Students with Disabilities, and African-American Students will pass the Science Benchmark Assessments with a minimum of 70% or more.

Identified Need

- 1) MTSS Coach Support in teacher planning (PLC), modeling, co-teaching, and classroom student support.
- 2) Reading, Speaking, and Writing research-based instructional strategies.
- 3) Analyzing Benchmark Assessments and Planning for Next Steps in Instruction
- 4) SDAIE Strategies to support English Learners.
- 5) Hands-on learning experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAST Assessment is the metric indicator that will be used to measure all student outcomes.	In 2023 - 2024, 17.65% of all 5th grade students exceeded or met grade-level standards. 16.18% of all 5th grade students have not met standards.	We expect 1/3 or more (33.33%) of all 5th Grade Students to exceed or meet standards. We expect to reduce the percent of all students not meeting standards by half to 8.09% or less.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
An Annual CAST Assessment is the metric indicator that will be used to measure English Learner outcomes.	In 2023 - 2024, 0% of the English Learners in the 5th grade exceeded or met grade-level standards. 22.73% of the English Learners have not met standards.	We expect 1/3 or more (33.33%) of English Learners to exceed or meet standards. This means moving half of the nearly met students to exceed or meet standards (38.64%). We expect to reduce the percent of English Learners not meeting standards by half to 11.37% or less.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Below is the Overall Implementation of the Strategies/Activities:

These strategies/activities are in place and will be monitored and supported by the MTSS Coach through PLCs and Teacher Learning Cycles:

- 1- Follow Weekly Instructional Minutes for Science with Fidelity
- 2- Implement once a month PLC with MTSS Coach and when necessary with STEM Specialist TOSA
- 3- Have hands-on Experimental Lab Time once a week with the STEM Specialist TOSA and Classroom Teacher Support
- 4- Plan Reading, Speaking, and Writing Science lesson plans with MTSS Coach & Classroom Teacher (using ELA Research-Based Strategies)
- 5- MTSS Coach and STEM Specialist TOSA Bi-weekly meetings to plan for Curriculum and Implementation
- 6- MTSS Coach weekly Classroom Support (ie., Learning cycles, co-teaching, student support, etc.)
- 7- 3rd-5th Grade Students will do Science Performance Task per Semester
- 8- Annual Jeopardy Game organized by the MTSS Coach to review for the CAST Assessment

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

PUSD has budgeted for an MTSS Coach who will ensure we implement the strategies/activities to meet the articulated goals.

The MTSS Coach will collaborate with Classroom Teachers and STEM Specialist in planning, analyzing student data, and determine next steps in instruction.

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 goals, outcomes, metrics, and strategies/activities will be reviewed using Science Benchmark Assessments using the Curriculum.
Changes will be made to the goal through progress monitoring student work and formal assessment as needed.

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 will be served by the Strategies/Activities noted below:

Strategy/Activity

- Establish a Science Fair Monday wherein students have the opportunity to begin working on their Science Fair Projects
 - All Grade levels will produce projects for our annual Science Fair
 - Establish Purpose for Reading
- Read text Closely
- Use Graphic Organizer for Thinking and Understanding
- Speak Clearly using the Graphic Organizer
- Speak your Thoughts to Self and Peers as assigned
- Write your Thinking and Understanding using appropriate sentence structure, grammar, mechanics, vocabulary, and paragraph structure
 - Science Teacher to provide weekly Hands- on Activities for 2nd - 5th grade students and bi-weekly for TK - 2nd grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will be served by the Strategies/Activities noted below:

Strategy/Activity

- Domain-Specific Vocabulary Building
- Vocabulary Unit Anchor Charts will be developed
- Vocabulary will be developed through speaking and writing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students will be served by the Strategies/Activities noted below:

Strategy/Activity

- ENGLISH LEARNERS
- Students will use sentence stems for speaking and writing like a scientist
- Teachers will provide ample visuals to establish and support student background knowledge

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

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

Goal 7: By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) at a rate of 30% or higher,
Reduce the number of long-term English Learners (LTEL) to less than 8.5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 7

ENGLISH LEARNERS:
(1) 15% of our English Learners will reclassify by the end of the 2025-2026 school year.
(2) 58% or more of our English Learners will progress at least one ELPI Level in 2025-2026 school year.
(3) 3rd-5th English Learners will progress towards grade-level proficiency in the Caaspp from -79.9 to -70.0 in order to move to the yellow band level.
(4) All English Learners will show progress towards grade-level standards in I-Ready Reading by the Final Diagnostic having (40% in Tier 1), (41% in Tier 2) (19% in Tier 3)
(5) All RFEP Students will be monitored to ensure they are progressing towards grade level proficiency.

Identified Need

1- Our Caaspp Data for English Learners indicates that there is a need for explicit, 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- LTELs will remain 0-5% annually
5- Our I-Ready Reading data also indicates that our Students need targeted instruction in Reading Comprehension strategies (close reading using graphic organizers)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Metric/Indicator for all reclassifications is the ELPAC	Our Baseline/Actual Outcome is that 15.4% of All English	Our expected outcome will be that 15% of All English

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Assessment used by PUSD,	Learners are reclassified in the 2023-2024 school year.	Learners will reclassify in the 2025-2026 school year.
The Metric/Indicator to monitor ELPI Level is the ELPAC Summative Assessment used by PUSD.	Our Baseline/Actual Outcome is that 39.4% of All English Learners have progressed at least one ELPI Level according to the 2023-2024 ELPAC Summative Assessment.	Our expected outcome for 2025-26 school year is that 58% or more of our students will have progressed at least one ELPI Level.
Caaspp ELA for 3rd-5th English Learners indicates school placement at the orange band level.	Caaspp ELA for 3rd-5th English Learner Baseline is - 79.9 points away from minimally meeting the standard at (2464).	Caaspp ELA for All 3rd-5th English Learners is expected to increase a minimum of 9.9 points in order to advance to the yellow band level.
K-5th I-Ready Reading Final Diagnostic indicates that All Students are making progress towards grade-level proficiency.	K-5th I-Ready Reading Final Diagnostic School Averages from 2021-2024 for K-5th English Learners are (17% Tier 1) (45% Tier 2) (38% Tier 3)	K-5th I-Ready Reading Final Diagnostic Expected Outcome for K-5th English Learners will be (40% at Tier 1) (41% Tier 2) (19% at Tier 3).
The Metric/Indicator for All K-5th RFEP Student ELA monitoring will be I-Ready Diagnostic.	Our Baseline/Actual Outcome for All K-5th RFEP Students is (44% Tier 1) (47% Tier 2) (9% Tier 3) on the I-Ready Reading Current Diagnostic.	Our Expected Outcome for All K-5th RFEP Students is (67% Tier 1) (28% Tier 2) (5% Tier 3) by the Final Diagnostic of 2025-26 school year.

Annual Review

SPSA Year Reviewed: 2024-25

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.

K-5th Grade Teachers used the Language Power Curriculum with fidelity during their designated instruction.
 Students continued to use Close Reading Strategies with annotating the text.
 Students also used Turn and Talk strategy to express their thinking and understanding of the text.
 Building Student's background knowledge was also a key strategy in order to make the information accessible and equitable.

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

With the assistance of the Instructional Coach, the intended implementation of the strategies and activities were consistently implemented through Coach's modeling in the classroom, PLC planning, and classroom support.

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.

-There will be no changes to the English Learner goals or the expected annual outcomes at this time.

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
-Language Power Curriculum will be used for daily instruction
-Student Engagement will focus on student communication, collaboration, critical thinking, and creativity using DOK Level 4 and Level 5 Questioning
(Teachers will have Grade-Level Speaking Standards on a Scope & Sequence for the year to build students' speaking skills in Designated and Integrated Instruction times)
Daily Choral Reading strategy will be used to engage and develop student reading and ability/confidence
-Students will use ELPAC Sample Test Questions to practice test taking skills and strategies

INTEGRATED ELD STRATEGIES
-HMH Into Reading as our HQIM will be supported by using Anchor Charts and Sentence Frames
-Students will use Thinking Maps to present information orally as well as in written form

Strategy/Activity

DIFFERENTIATED LEARNING EXPERIENCES:
-online learning of 3rd-5th Grade Students using Carnegie Fast ForWord will be implemented daily for 15 minutes
-online learning of IXL will be implemented 3-times a week for 15 minutes for All K-5th Students
-Targeted Small Group Instruction will focus on HMH Into Reading EL Spiralbound Handbook
-Student Conferencing when needed to ensure understanding

Proposed Expenditures for this Strategy/Activity

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

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

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	\$109930
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	\$109930
Other State/Local Funds provided to the school	\$71820

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

Total of federal, state, and/or local funds available for this school: \$181,750

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	71820	0.00
Title I Part A: Parent Involvement	2148	0.00
Title I Part A: Allocation	107782	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	71,820.00
Title I Part A: Allocation	107,782.00
Title I Part A: Parent Involvement	2,148.00

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 April 15, 2025.

Attested:

	Principal, Karrone Meeks on April 30, 2025
	SSC Chairperson, Debbie Afsharian on April 30, 2025

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS 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;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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 2025-26 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	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	351	\$125,362.13



Pasadena Unified School District Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Washington Elementary STEM Magnet	Principal:	Ms. Karrone Meeks
School Number:	075	Counselor:	N/A
Date Completed:	5-29-25	Principal Signature:	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
35%	15%	10%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed?	• Queries on AERIES ○ Parent letter sent from Principal • Queries on AERIES ○ 2nd Principal-Parent letter sent • Parent Attendance Meetings with MTSS/RTI Coach & Staff • Yearly AERIES Queries • SARB referral	• Monthly • Quarterly • Monthly or as needed • Spring • Monthly	• Relevant sources of data will be readily available, and used each month, to indicate positive trends in attendance rates for both truancy and chronic absenteeism rates. • Reduced number of students arriving late for class by 5%. • Decreased number of students who miss five

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Pasadena Unified School District Student Wellness and Support Services

	Reward students that have no absences or less than 2 absences each semester.	Weekly recognition of students who meet their weekly "On Time" goals	- or more days of school during Fall Semester by 5%. - Decreased number of students who miss 10 or more days during the school year by 5%. - Increased parental awareness about the importance of school attendance, arriving on-time, etc. - Reduced number of students arriving late for class by 5%. Decreased number of students who miss five or more days of school during Fall Semester by 5%. Decreasing the number of students who miss 10 or more days during the school year by 5%.
b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team includes: - Administrator - Attendance Clerk - MTSS Coach - RTI Coach - Clinical Social Worker - Community Assistant	Attendance Improvement meets on the 2nd Friday of each month or as needed.	All team members have been identified, and member attendance is at least 100%. The team has a current action plan to address the school community's attendance needs.



Pasadena Unified School District Student Wellness and Support Services

GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	● Perfect Attendance Recognition Assemblies, held at different intervals during the year. ● Perfect Attendance Recognition Parties , raffles, or competitions' during Grade Level lunch recess. ● Develop an Innovative theme to promote and keep Attendance Awareness a focus throughout ● Perfect Attendance Bulletin Board highlighting pictures of students at each grade level who had perfect attendance for that month ● Display posters that show "The importance of Attendance" at all entrances and exits ● Student recognition @ attendance assemblies	● Rewards as follows: ○ Yearly - trophy ○ Quarterly - Medal ○ Monthly - Certificate ● Monthly ● Monthly ● Updated Monthly ● All year ● Monthly	● 95% - 96% of students are receiving monthly, quarterly and yearly Recognition Awards. ● The goal for WESM's overall Chronic Absent rate for 2026 is met ● Growth in the overall school attendance rate ● Increase in parental awareness about the importance of school attendance

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Pasadena Unified School District Student Wellness and Support Services

	○ 1 class / gr. Lv. with the highest % for Perfect Attendance will receive a movie day and treat		
a. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	● Trimester Attendance notifications informing students of the attendance band they are currently in. ● Send a copy of the above notification to parents. ● Post information regarding the importance of good attendance on social media, school newsletter, SMORE, etc. ● Calls to parents of absent students	● Monthly ● Monthly ● Updated twice a month ● Daily	● The goal for WESM's overall Chronic Absent rate for 2026 is met ● Growth in the overall school attendance rate ● Increase in parental awareness about the importance of school attendance

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific needs of students struggling with attendance?	● Thoughtful Thursday activities that are aimed to motivate students to attend school. ● Students that have improved attendance will select items from the Incentive Cart and name in	● Monthly ● Weekly/Monthly (raffle)	● Increase overall ADA percentage by 2%, which will be assessed at year's end.

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Pasadena Unified School District Student Wellness and Support Services

	- drawing for monthly drawing. - Students will receive an Improved Attendance Certificate - Award the “Most Improved Class” with an a class banner, Coyote (stuffed animal), and lunch time activities - Celebrate the top Watch-List student per class will be recognized in their class - Students who receive perfect attendance certificates receive tickets toward our 8 week Raffle drawing	- Monthly - Monthly - Monthly	
a. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	- Restorative Circles will be used to repair teacher/student relationships and welcome chronically absent students back to the classroom - Panorama will be utilized to create Individualized Behavior and Learning Plans to support chronically absent students that require interventions and re-engagement strategies	- As needed - As needed/Ongoing	- The goal for WESM’s overall Chronic Absent rate for 2026 is met - Growth in the overall school attendance rate

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