School Year: **2026-27**

WASHINGTON ELEMENTARY STEM MAGNET

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	19-64881-6119549	May 19, 2026	June 25, 2026

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
African-American Students

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.

Washington STEM Elementary Magnet implements a multi-tiered system of supports (MTSS) to ensure all students have access to high-quality instruction and targeted interventions. We provide dedicated support for multilingual learners, as well as additional reading and math interventions for students who need academic assistance. As a community school, we collaborate closely with families and local partners to offer wraparound services that meet the academic, social-emotional, and physical needs of our students. Our efforts are guided by our Local Control and Accountability Plan (LCAP), ensuring that federal, state, and local resources are aligned to close achievement gaps and promote student success. Stakeholder engagement is central to our approach, and we regularly share available supports and progress toward goals with our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Washington STEM Elementary Magnet engaged multiple stakeholder groups as part of the SPSA planning and annual review process. The ELAC committee met in March and April to provide input on school priorities and goals for multilingual learners. Our Instructional Leadership Team (ILT) reviewed academic data and discussed proposed actions throughout the year. General staff participated in planning discussions during staff meetings throughout the Fall. SSC met regularly throughout the 2024-2025 school year to review data, develop plans, and allocate expenditures. In addition, as part of our Community School work, our Senior Community Advocate presented school goals and survey results to parent focus groups and partners as needed to increase the shared understanding of our school goals and collect feedback. This information was used to provide updates to the SPSA.

Resource Inequities

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

Washington STEM Elementary Magnet is designated as a Superintendent's Zone school, a Community School, and also has ATSI school designation. These designations are indicative of the school community that we serve. School resources are earmarked to address the specific needs of our students for increased student achievement and the implementation of our diverse programming. Based on our needs assessment, families indicated a need for classroom support so teachers can expand opportunities for targeted academic and socioemotional wellness interventions. To address this, we are exploring how to strategically use available funding sources, including Community Schools and Title I, to expand instructional aide support and ensure more equitable access to interventions across all grade levels.

School Vision and Mission

Mission Statement
Washington Elementary STEM Magnet provides a rigorous science, technology, engineering, and mathematics-based curriculum that addresses the needs of each student. Our students become responsible, scientifically and technologically-literate global citizens through the development of critical thinking, communication, collaboration, and creative skills. Our students will develop as stewards of the Earth, who understand how global communities are connected through our dependence on and responsibilities to the natural environment and to each other.

Vision Statement
Washington Elementary STEM Magnet will be a culturally diverse school, nationally recognized as an exemplary leader in STEM education for elementary students. We will provide a safe, nurturing, and collaborative learning environment that encourages respect, trust, and academic excellence.

School Profile

Washington STEM Elementary Magnet is located at 1520 North Raymond Avenue in a residential neighborhood on the northwestern side of the Pasadena Unified School District. The school currently serves approximately 411 students in Transitional Kindergarten through Fifth Grade. As a proud Community School, Washington STEM Elementary Magnet serves a predominantly Latino population (81%), with most students living within walking distance. 95% of our students

are socioeconomically disadvantaged, 29% are English Learners, 8.8% are black, and 5% are white. 27% of our students are students with disabilities.

Washington Elementary STEM Magnet offers all students an integrated Environmental Studies curriculum, with weekly opportunities to extend their learning in the Imagination Lab, featuring a tool wall, wind tunnels, and LEGO building tables. This journey continues in the Outdoor Native Garden classroom, where students investigate ecological challenges and examine both natural and human-made environments. Through the Farm-to-Table program, students also have hands-on opportunities to harvest and prepare food grown in the Culinary Lab. Our school provides a rigorous STEM-based curriculum designed to meet the needs of every student. Learners regularly visit the STEM Lab, which includes a Tinker Corner, while the fully equipped Technology Lab offers experiences in 3D printing, coding, and robotics. Additionally, all students participate in weekly Spanish World Language classes, where they explore diverse languages, dialects, cultures, and traditions, celebrating their learning with passport stamps from regions around the Spanish-speaking world.

Our school benefits from robust partnerships with numerous organizations, including the Pasadena Educational Foundation, Pasadena Audubon Society, the Armory Center for the Arts, Reading Partners, afterschool LEARNs program, the Rose Bowl Aquatics Center, Amigos de Los Rios, and the City of Pasadena and its libraries. These collaborations enhance the school's academic, mental health, arts, STEM, and enrichment offerings. Students with IEPs receive services such as speech and language therapy, occupational therapy, behavioral support, and adapted physical education, supported by 1.5 RSP teachers and mental health services provided by 5 Acres Mental Health and Pasadena THRIVE. Family and community engagement are central to our school's success, with an active English Learner Advisory Council (ELAC), a dedicated Parent Teacher Association (PTA), and an informed School Site Council (SSC). At Washington, we are committed to serving and educating the whole child by providing an inclusive learning environment and rigorous instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Washington Elementary STEM Magnet. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.23%	0.25%		1	1
African American	10.39%	9.58%	8.91%	45	41	36
Asian	0.23%	1.64%	1.73%	1	7	7
Filipino	1.85%	1.17%	1.24%	8	5	5
Hispanic/Latino	82.45%	82.01%	80.94%	357	351	327
White	2.77%	3.27%	4.95%	12	14	20
Multiple/No Response	1.62%	0.70%	0.74%	7	3	3
			Total Enrollment	433	428	404

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	80	50	55
Grade 1	60	81	57
Grade 2	72	64	74
Grade3	73	73	58
Grade 4	67	66	74
Grade 5	66	70	62
Total Enrollment	433	428	404

Conclusions based on this data:

1. The Hispanic/Latino population is 82% of the school's population.
2. At 4%, the white (non-Hispanic) population has slightly increased from 12 students to 14; there has been a slight decrease of Black/ African American students from 45 students to 41.
3. For the 25-26 school year, there was a slight increase in our kindergarten class from 50 students to 56; 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

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	148	141	120	34.5%	34.2%	29.7%
Fluent English Proficient (FEP)	68	62	67	14.3%	15.7%	16.6%
Reclassified Fluent English Proficient (RFEP)				5.7%		

Conclusions based on this data:

1. For the 2025-2026 school year, the percentage of English Language Learners has decreased from 32.9% to 29% or from 141 students to 120.
2. We did not have any students reclassify for 2023-2025.
3. We did not have any students reclassify for 2024-2025.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	76	70	67	71	68	67	71	68	100.0	93.4	97.1
Grade 4	61	68	65	61	67	62	61	67	62	100.0	98.5	95.4
Grade 5	69	69	71	69	68	68	69	68	68	100.0	98.6	95.8
All Grades	197	213	206	197	206	198	197	206	198	100.0	96.7	96.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2338.	2362.	2382.	5.97	12.68	17.65	7.46	14.08	13.24	22.39	19.72	17.65	64.18	53.52	51.47
Grade 4	2385.	2424.	2417.	1.64	5.97	20.97	8.20	20.90	9.68	31.15	22.39	17.74	59.02	50.75	51.61
Grade 5	2446.	2427.	2471.	7.25	4.41	13.24	28.99	16.18	23.53	13.04	22.06	20.59	50.72	57.35	42.65
All Grades	N/A	N/A	N/A	5.08	7.77	17.17	15.23	16.99	15.66	21.83	21.36	18.69	57.87	53.88	48.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.48	8.45	13.24	40.30	57.75	57.35	55.22	33.80	29.41
Grade 4	3.28	7.46	16.13	67.21	64.18	58.06	29.51	28.36	25.81
Grade 5	7.25	4.41	14.71	60.87	55.88	60.29	31.88	39.71	25.00
All Grades	5.08	6.80	14.65	55.84	59.22	58.59	39.09	33.98	26.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.99	4.23	13.43	38.81	36.62	44.78	58.21	59.15	41.79
Grade 4	0.00	2.99	6.67	42.62	58.21	45.00	57.38	38.81	48.33
Grade 5	8.70	4.41	7.35	47.83	39.71	54.41	43.48	55.88	38.24
All Grades	4.06	3.88	9.23	43.15	44.66	48.21	52.79	51.46	42.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.48	11.27	8.82	64.18	66.20	55.88	31.34	22.54	35.29
Grade 4	3.28	4.48	11.29	73.77	79.10	59.68	22.95	16.42	29.03
Grade 5	11.59	2.94	11.76	69.57	72.06	77.94	18.84	25.00	10.29
All Grades	6.60	6.31	10.61	69.04	72.33	64.65	24.37	21.36	24.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.99	5.63	13.24	53.73	52.11	51.47	43.28	42.25	35.29
Grade 4	1.64	5.97	8.06	65.57	74.63	59.68	32.79	19.40	32.26
Grade 5	2.90	7.35	11.76	57.97	57.35	67.65	39.13	35.29	20.59
All Grades	2.54	6.31	11.11	58.88	61.17	59.60	38.58	32.52	29.29

Conclusions based on this data:

1. ELA and Math show notable growth (dashboard increases in distance from standard)
2. Overall performance remains Low or Very Low. Many students are still not meeting grade-level standards.
3. Instructional efforts are working, but not yet at the level or speed needed to reach proficiency for most students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	76	70	67	71	67	67	71	67	100.0	93.4	95.7
Grade 4	61	68	65	61	67	61	61	67	61	100.0	98.5	93.8
Grade 5	69	69	71	69	67	68	69	67	68	100.0	97.1	95.8
Grade 6										----		
Grade 7										----		
Grade 8										----		
All Grades	197	213	206	197	205	196	197	205	196	100.0	96.2	95.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2349.	2383.	2406.	0.00	9.86	13.43	19.40	14.08	16.42	20.90	21.13	28.36	59.70	54.93	41.79
Grade 4	2412.	2423.	2427.	4.92	4.48	9.84	13.11	20.90	14.75	29.51	28.36	24.59	52.46	46.27	50.82
Grade 5	2445.	2447.	2456.	8.70	10.45	8.82	7.25	8.96	8.82	27.54	22.39	33.82	56.52	58.21	48.53
Grade 11															
All Grades	N/A	N/A	N/A	4.57	8.29	10.71	13.20	14.63	13.27	25.89	23.90	29.08	56.35	53.17	46.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.99	11.27	10.45	44.78	42.25	50.75	52.24	46.48	38.81
Grade 4	8.20	5.97	9.84	34.43	38.81	32.79	57.38	55.22	57.38
Grade 5	5.80	10.45	10.29	40.58	32.84	47.06	53.62	56.72	42.65
Grade 11									
All Grades	5.58	9.27	10.20	40.10	38.05	43.88	54.31	52.68	45.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.99	9.86	17.91	35.82	33.80	41.79	61.19	56.34	40.30
Grade 4	3.28	2.99	14.75	36.07	40.30	36.07	60.66	56.72	49.18
Grade 5	4.35	5.97	2.94	50.72	41.79	57.35	44.93	52.24	39.71
All Grades	3.55	6.34	11.73	41.12	38.54	45.41	55.33	55.12	42.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.49	14.08	19.40	59.70	57.75	50.75	38.81	28.17	29.85
Grade 4	4.92	8.96	13.11	54.10	61.19	50.82	40.98	29.85	36.07
Grade 5	4.35	1.49	7.35	50.72	53.73	58.82	44.93	44.78	33.82
All Grades	3.55	8.29	13.27	54.82	57.56	53.57	41.62	34.15	33.16

Conclusions based on this data:

1. Students at/above standard increased across years: from ~17.8% (2022–23) ? ~22.9% (2024–25) (Exceeded + Met combined)
2. Students scoring as “Not Met” decreased from 56.35% to 46.94%
3. Instructional efforts are leading to measurable gains in math achievement, but nearly half of students are still below standard, indicating the need for continued acceleration.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1441.2	1419.8	1372.1	1436.5	1406.1	1388.6	1452.2	1451.5	1333.5	26	42	26
1	1439.3	1413.5	1371.4	1448.7	1419.6	1373.7	1429.3	1406.9	1368.6	27	17	18
2	1447.3	1438.6	1416.8	1440.6	1440.9	1407.1	1453.4	1435.9	1426.1	14	27	17
3	1474.7	1419.6	1450.5	1474.2	1434.8	1442.2	1474.4	1403.9	1458.2	29	18	24
4	1495.9	1502.8	1471.6	1502.4	1505.9	1479.6	1489.1	1499.3	1463.0	18	24	17
5	1518.6	1483.5	1503.9	1521.8	1474.3	1511.1	1515.0	1491.9	1496.4	20	22	25
All Grades										134	150	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.23	42.86	3.85	46.15	11.90	7.69	30.77	14.29	50.00	3.85	30.95	38.46	26	42	26
1	3.70	0.00	0.00	33.33	47.06	0.00	40.74	23.53	11.11	22.22	29.41	88.89	27	17	18
2	7.14	3.70	0.00	28.57	25.93	0.00	35.71	44.44	64.71	28.57	25.93	35.29	14	27	17
3	6.90	0.00	0.00	27.59	16.67	12.50	44.83	44.44	41.67	20.69	38.89	45.83	29	18	24
4	5.56	12.50	0.00	27.78	33.33	35.29	61.11	50.00	23.53	5.56	4.17	41.18	18	24	17
5	20.00	9.09	16.00	40.00	27.27	20.00	25.00	31.82	56.00	15.00	31.82	8.00	20	22	25
All Grades	10.45	16.00	3.94	34.33	24.67	12.60	39.55	32.67	42.52	15.67	26.67	40.94	134	150	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	35.71	0.00	46.15	21.43	26.92	34.62	11.90	42.31	3.85	30.95	30.77	26	42	26
1	7.41	23.53	0.00	59.26	23.53	0.00	18.52	17.65	33.33	14.81	35.29	66.67	27	17	18
2	0.00	11.11	0.00	35.71	29.63	11.76	42.86	40.74	58.82	21.43	18.52	29.41	14	27	17
3	20.69	16.67	0.00	37.93	33.33	33.33	27.59	22.22	20.83	13.79	27.78	45.83	29	18	24
4	22.22	25.00	23.53	61.11	54.17	41.18	11.11	20.83	11.76	5.56	0.00	23.53	18	24	17
5	45.00	13.64	36.00	40.00	45.45	52.00	10.00	13.64	8.00	5.00	27.27	4.00	20	22	25
All Grades	18.66	22.67	10.24	47.01	33.33	29.13	23.88	20.67	28.35	10.45	23.33	32.28	134	150	127

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		45.24	3.85		7.14	3.85		16.67	38.46		30.95	53.85		42	26
1		0.00	0.00		47.06	0.00		23.53	11.11		29.41	88.89		17	18
2		3.70	0.00		25.93	0.00		29.63	58.82		40.74	41.18		27	17
3		0.00	0.00		5.56	4.17		33.33	50.00		61.11	45.83		18	24
4		8.33	0.00		12.50	5.88		50.00	29.41		29.17	64.71		24	17
5		4.55	0.00		4.55	12.00		54.55	40.00		36.36	48.00		22	25
All Grades	8.21	15.33	0.79	18.66	15.33	4.72	42.54	32.67	38.58	30.60	36.67	55.91	134	150	127

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	47.62	7.69	73.08	26.19	65.38	3.85	26.19	26.92	26	42	26
1	37.04	29.41	5.56	55.56	23.53	27.78	7.41	47.06	66.67	27	17	18
2	7.14	18.52	0.00	71.43	48.15	47.06	21.43	33.33	52.94	14	27	17
3	10.34	11.11	0.00	55.17	38.89	33.33	34.48	50.00	66.67	29	18	24
4	22.22	29.17	17.65	61.11	62.50	47.06	16.67	8.33	35.29	18	24	17
5	20.00	4.55	12.00	65.00	72.73	68.00	15.00	22.73	20.00	20	22	25
All Grades	20.90	26.67	7.09	62.69	44.00	49.61	16.42	29.33	43.31	134	150	127

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	16.67	7.69	80.77	42.86	57.69	11.54	40.48	34.62	26	42	26
1	3.70	0.00	0.00	77.78	76.47	33.33	18.52	23.53	66.67	27	17	18
2	7.14	3.70	11.76	71.43	85.19	52.94	21.43	11.11	35.29	14	27	17
3	31.03	33.33	37.50	51.72	38.89	25.00	17.24	27.78	37.50	29	18	24
4	50.00	41.67	52.94	44.44	58.33	29.41	5.56	0.00	17.65	18	24	17
5	70.00	22.73	84.00	20.00	45.45	12.00	10.00	31.82	4.00	20	22	25
All Grades	26.87	19.33	33.86	58.96	56.67	34.65	14.18	24.00	31.50	134	150	127

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.23	42.86	3.85	76.92	23.81	38.46	3.85	33.33	57.69	26	42	26
1	22.22	41.18	0.00	33.33	29.41	0.00	44.44	29.41	100.00	27	17	18
2	14.29	0.00	0.00	28.57	59.26	47.06	57.14	40.74	52.94	14	27	17
3	6.90	0.00	0.00	20.69	33.33	25.00	72.41	66.67	75.00	29	18	24
4	0.00	8.33	0.00	55.56	41.67	29.41	44.44	50.00	70.59	18	24	17
5	15.00	4.55	4.00	45.00	50.00	36.00	40.00	45.45	60.00	20	22	25
All Grades	13.43	18.67	1.57	43.28	38.67	29.92	43.28	42.67	68.50	134	150	127

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	45.24	8.00	26.92	21.43	32.00	23.08	33.33	60.00	26	42	25
1	0.00	0.00	0.00	70.37	64.71	44.44	29.63	35.29	55.56	27	17	18
2	14.29	7.41	0.00	57.14	62.96	58.82	28.57	29.63	41.18	14	27	17
3	10.34	0.00	0.00	75.86	38.89	70.83	13.79	61.11	29.17	29	18	24
4	33.33	4.17	0.00	38.89	91.67	35.29	27.78	4.17	64.71	18	24	17
5	15.00	9.09	0.00	65.00	50.00	80.00	20.00	40.91	20.00	20	22	25
All Grades	20.15	16.00	1.59	56.72	51.33	54.76	23.13	32.67	43.65	134	150	126

Conclusions based on this data:

1. There is a concerning downward trend in overall English language proficiency, with a growing percentage of students at the lowest performance level.
2. Literacy (reading and writing) is the primary barrier to English proficiency, with a large and increasing number of students at the beginning levels in these domains.

3. While oral language shows pockets of strength, it is not consistently developing across students and is not translating into strong reading and writing skills.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
428	**86.2%**	**32.9%**	**1.2%**
Total Number of Students enrolled in Washington Elementary STEM Magnet.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	141	32.9%
Foster Youth	5	1.2%
Homeless	18	4.2%
Socioeconomically Disadvantaged	369	86.2%
Students with Disabilities	79	18.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	9.6%
American Indian	1	0.2%
Asian	7	1.6%
Filipino	5	1.2%
Hispanic	351	82%
Two or More Races	3	0.7%
Pacific Islander	0	0.0%
White	14	3.3%

Conclusions based on this data:

1. The student population is predominantly Hispanic, with limited representation of other groups (82% Hispanic - 351 students)

2. The next largest group: African American: 9.6% (41 students)

3. Our school serves a high-need student population: 86.2% Socioeconomically Disadvantaged (369 students), 32.9% English Learners (141 students), and 18.5% Students with Disabilities (79 students)

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Language development (English Learners) and attendance are critical barriers to student success, significantly impacting overall academic outcomes.
2. Academic performance in both ELA and Math is approaching standard but not yet meeting expectations, indicating a need to accelerate learning to reach higher performance levels.

3. The school demonstrates a strong, supportive climate, providing a solid foundation to build and implement effective academic and attendance interventions.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
41.3 points below standard	74.7 points below standard	
Increased 20.1 points	Increased 5.2 points	
191 Students	72 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.3 points below standard
3 Students	4 Students	Increased 22.8 points
		183 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
116.3 points below standard	82.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.3 points	Declined 6.6 points	1 Student
45 Students	19 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	45.4 points below standard
2 Students	1 Student	Increased 15.8 points
		159 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		10 Students

Conclusions based on this data:

1. ELA achievement is on an upward trajectory, but performance remains below standard, requiring continued focus on accelerating student learning.
2. There are persistent and significant achievement gaps, particularly for English Learners and Students with Disabilities, indicating a need for targeted and differentiated instructional support.
3. While overall trends show improvement across multiple student groups, inconsistent progress (particularly declines among African American students) highlights the need for more equitable instructional practices.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
50 points below standard	77.2 points below standard	
Increased 14.4 points	Increased 9 points	
190 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.8 points below standard
3 Students	5 Students	Increased 17.5 points
		182 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
104.7 points below standard	87.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 24.2 points	Declined 8.6 points	1 Student
44 Students	19 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	56.7 points below standard
2 Students	1 Student	Increased 7 points
		158 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		10 Students

Conclusions based on this data:

1. Math performance is trending upward, but students remain well below standard, indicating a need for continued focus on accelerating achievement.
2. There are persistent achievement gaps in mathematics, particularly for Students with Disabilities and English Learners, requiring targeted intervention and differentiated instruction.
3. While math achievement is improving overall, uneven progress across student groups (particularly declines among African American students) highlights the need for more equitable instructional practices.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
49.7 science points	40.7 science points	0 Students
Increased 3.4 points	Maintained 0.4 points	
65 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.3 science points
1 Student	1 Student	Increased 3.3 points
		62 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
35.4 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
15 Students	5 Students	1 Student

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	48.8 science points
1 Student		Maintained 1.5 points
		59 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		1 Student

Conclusions based on this data:

1. Science is a relative area of strength, with students performing at a higher level and continuing to improve, suggesting effective instructional practices in this subject.
2. Science achievement is stable with slight growth, indicating consistency in instruction but a need to accelerate progress to reach higher performance levels.
3. Due to small subgroup sizes, there is limited visibility into equity gaps in science, requiring our school to rely on internal data and classroom assessments to guide targeted supports.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
16.1 making progress.	making progress.
Number Students: 93 Students	Number Students: 0 Students

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.

2025 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
45.2%	38.7%	0%	16.1%

Conclusions based on this data:

1. English Learner progress is critically low, indicating that current supports are not effectively accelerating language acquisition.
2. Most English Learners are not making adequate progress, with many regressing or remaining stagnant, and no students maintaining the highest level of proficiency.
3. Limited English language development is a primary root cause of broader academic challenges, impacting performance across subjects.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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
2. n/a
3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Yellow	
39.1% Chronically Absent	31.8% Chronically Absent	
Increased 4	Declined 3.5	
453 Students	154 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
83.3% Chronically Absent	55.6% Chronically Absent	40% Chronically Absent
Increased 16.7	Increased 5.6	Increased 5.1
12 Students	27 Students	415 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
36.4% Chronically Absent	63% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 3.4	Increased 14.1	1 Student
99 Students	46 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	38.2% Chronically Absent
7 Students	5 Students	Increased 3
		364 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	20% Chronically Absent
10 Students		Increased 5.7
		20 Students

Conclusions based on this data:

1. Chronic absenteeism is a major concern, significantly limiting students' access to instruction and impacting overall academic outcomes.
2. Chronic absenteeism is most severe among high-need and vulnerable student groups, exacerbating existing inequities in academic performance.
3. While there are signs of improvement for English Learners, absenteeism remains too high to support consistent academic progress.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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
2. n/a
3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	
2.1% suspended at least one day	1.9% suspended at least one day	
Declined 1%	Declined 1%	
471 Students	157 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
15.4% suspended at least one day	0% suspended at least one day	1.9% suspended at least one day
Increased 2.9%	Maintained 0%	Declined 1.6%
13 Students	27 Students	429 Students

Students with Disabilities	African American	American Indian
 Yellow	 Green	 No Performance Color
5% suspended at least one day	2.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.8%	Declined 9.4%	1 Student
101 Students	47 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.4% suspended at least one day
7 Students	7 Students	Increased 0.6%
		374 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	0% suspended at least one day
11 Students		Maintained 0%
		24 Students

Conclusions based on this data:

1. Suspension rates are low and decreasing, reflecting a positive school climate and effective behavior supports.
2. While overall school climate is strong, disparities in suspension rates for specific groups (Students with Disabilities and Hispanic students) indicate a need for more targeted and equitable behavior supports.
3. Despite some limitations in subgroup data, overall trends indicate a consistently positive and improving school climate, providing a strong foundation for student learning.

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 & 9

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 that meets their needs and will show academic achievement.

By 2027, PUSD will increase academic achievement of African American students by at least one performance level as measured by the CAASPP ELA and Math exams; Increase postsecondary readiness (prepared) to 60% or higher among African American students as measured by the College/Career indicator of the California Schools Dashboard; and, increase social-emotional wellbeing and inclusiveness for Black/African American students as measured by local climate survey such as Panorama and the California Healthy Kids Survey.

Goal 1

ELA
To improve English Language Arts achievement, we will implement standards-aligned Tier 1 instruction with a focus on academic language, writing, and structured student discourse, as measured by the percentage of students meeting or exceeding standards on CAASPP ELA, increasing from 32% to 38%.

Sub-Goal (African-American students)
To improve ELA outcomes for African American students, we will implement targeted small group instruction, culturally responsive teaching practices, and progress monitoring, resulting in at least a 5 percentage point increase in students meeting or exceeding standards.

Identified Need

Our data indicates that TK–2 students need continued explicit and systematic instruction in foundational reading skills, including phonemic awareness, phonics, and high-frequency word recognition, to build a strong literacy foundation.
Our data indicates that students in grades 2–5 need targeted instruction in reading comprehension, academic vocabulary, and written response, particularly in analyzing text and using evidence to support thinking.
Subgroup data shows that African American students are performing below their peers, indicating a need for targeted small group instruction, progress monitoring, and culturally responsive instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Grades 3–5)	3rd-5th grade Students are currently performing at the Yellow level, approximately -41.3 points below standard	3rd-5th grade Students will increase performance by at least 5 percentage points, moving closer to standard and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		maintaining or improving overall performance level
CAASPP ELA (Grades 3–5) African-American Students	3rd-5th grade African-American Students are -82.4 points away from minimally meeting the standards.	3rd-5th grade African-American Students will increase performance by at least 5 percentage points, moving closer to standard and maintaining or improving overall performance level
Iready Reading Diagnostic	D3 25-26: 30% of students at or above grade level	2.5% increase on 26-27 Iready Diagnostic 3

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the implementation of ELA strategies and activities was consistent across grade levels, with teachers utilizing high-quality instructional materials (HMH Into Reading), foundational skills programs (Heggerty), and formative assessments to support student learning. These efforts resulted in incremental growth in student reading outcomes, particularly in foundational literacy skills and early reading development. The use of i-Ready diagnostics supported ongoing progress monitoring and allowed teachers to adjust instruction based on student needs. Additionally, structured literacy practices and increased attention to phonics and fluency contributed to improved student access to grade-level text, especially in the primary grades.

However, despite these strengths, overall student achievement in ELA remains below standard, and progress has not been sufficient to close existing achievement gaps. Subgroup data indicates that African American students continue to perform significantly below their peers, suggesting that Tier 1 instruction, while consistent, has not yet been sufficiently differentiated to meet the needs of all learners.

Furthermore, implementation of targeted small group intervention (Tier 2 and Tier 3) was inconsistent due to time constraints and limited staffing, which impacted the ability to accelerate learning for students requiring additional support. While digital tools (i-Ready, Amira, and other platforms) were available, their use varied across classrooms, limiting their effectiveness as a tool for personalized learning and intervention. In addition, opportunities for student discourse, writing, and academic language development were not consistently embedded across all classrooms, which may have limited students' ability to demonstrate deeper comprehension and proficiency on standards-aligned tasks.

Overall, while core instructional practices are in place and producing positive but modest gains, there is a need to strengthen differentiation, intervention systems, consistent use of data, and integration of academic language strategies to accelerate student achievement and close persistent gaps.

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

Overall, the planned strategies and activities were implemented with fidelity; however, there were some differences between intended implementation and actual execution.

While high-quality instructional materials (HMH Into Reading) were implemented consistently, variation in instructional pacing and differentiation across classrooms impacted the consistency of outcomes.
Intervention support was limited due to staffing constraints, which reduced the ability to provide consistent Tier 2 and Tier 3 small group instruction for all identified students.
Additionally, time for data analysis and instructional planning varied across grade levels, impacting the effectiveness of targeted instruction.

These differences highlight the need for increased consistency in Tier 1 instruction, strengthened intervention systems, and more structured data cycles.

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.

-Strengthen Tier 1 instruction through consistent implementation of academic language strategies, structured discourse, and writing across content areas.
-Implement a more defined MTSS structure, ensuring all students receive timely Tier 2 and Tier 3 interventions.
-Protected time for data analysis and collaborative planning across grade levels.
-Provide professional development focused on differentiation, small group instruction, and culturally responsive practices.
-Increase targeted support and progress monitoring for African American students.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

CLOSE READING Strategy using HQIM for ALL Students:
-Reading to practice (picture clues, rereading, cross, 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 utilizing strategies around communication, collaboration, and critical thinking across the Curriculum

BUILDING READING FLUENCY:
-All K-2nd Grade Students will incorporate Heggerty 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.

COMPUTER LEARNING SPECIALIST (Funded partially by Title 1 - @19,925)
Integrated Technology & Personalized Learning - Technology will be intentionally integrated across all grade levels to support differentiated instruction, targeted intervention, and student engagement. Digital platforms will be used to:
-Provide personalized learning pathways based on student data
-Support English language development through adaptive instruction
-Increase student engagement and access to grade-level content
-Allow for real-time progress monitoring and data-driven instruction

PROFESSIONAL DEVELOPMENT & MTSS SUPPORT:
-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. Funding for Awards, restocking Coyote Canteen to provide incentives for students to improve on iready diagnostics will be provided by LCFF - $9,840
-Through Community School funding, teachers will participate in grade level chats to analyze growth in ELA assessments. Substitute coverage will be provided to allow teachers time to collaborate, review data, and develop targeted instructional plans.
-All Teachers will be served equitably by receiving support with Differentiation, Grade-Level Data Analysis, Lesson Planning, and Lesson Modeling
-All Teachers will participate in Wellness & Instructional Impact Professional Development. This professional learning will focus on educator wellness as an instructional strategy. The intent is to strengthen teachers' ability to maintain positive classroom environments, manage stress and challenging interactions, sustain high expectations, and support student engagement and learning. (30,000)
-Substitute Coverage for Teacher Professional Learning. Funds will provide substitute coverage so teachers can participate in protected, job-embedded professional learning during the school day. This will allow teachers to collaborate, analyze data and student work, plan interventions, strengthen instruction, and apply professional learning. (4,000)

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)
19929	Title I Part A: Allocation
9840	LCFF Supplemental and Concentration (S/C)
30,000	Title I Part A: Allocation

4000	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 # 1 & 9

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 that meets their needs and will show academic achievement.

By 2027, PUSD will increase academic achievement of African American students by at least one performance level as measured by the CAASPP ELA and Math exams; Increase postsecondary readiness (prepared) to 60% or higher among African American students as measured by the College/Career indicator of the California Schools Dashboard; and, increase social-emotional wellbeing and inclusiveness for Black/African American students as measured by local climate survey such as Panorama and the California Healthy Kids Survey.

Goal 2

Math
To improve mathematics achievement, we will implement rigorous, standards-based instruction emphasizing problem solving, conceptual understanding, and mathematical discourse, as measured by the percentage of students meeting or exceeding standards on CAASPP Math, increasing from ~24% to 30%

Sub-Goal (African American Students)
To improve math outcomes for African American students, we will implement targeted intervention, differentiated instruction, and increased opportunities for mathematical discourse, resulting in at least a 5 percentage point increase in students meeting or exceeding standards.

Identified Need

Our data indicates that students in grades K–2 need continued development in foundational math skills, including number sense, fluency, and conceptual understanding of operations.
Our data indicates that students in grades 3–5 need targeted instruction in problem solving, mathematical reasoning, and application of concepts, particularly in explaining their thinking and solving multi-step problems.
Subgroup data shows that African American students and Students with Disabilities are performing significantly below their peers in mathematics, indicating a need for targeted intervention, differentiated instruction, and increased opportunities for mathematical discourse.
There is a need to strengthen consistent implementation of standards-based math instruction and data-driven intervention practices across classrooms, as current implementation varies in rigor, discourse, and use of student data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math (Grades 3–5)	Students are currently performing at the Yellow level, approximately -50 points below standard	Students will increase performance by at least 5 percentage points,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		demonstrating progress toward meeting grade-level standards
CAASPP Math (Grades 3–5 African American students)	Students are currently performing below standard and showed decline in performance	Students will increase performance by at least 5 percentage points, reversing prior declines and improving outcomes
iReady Math progress monitoring	37% of students are at or above grade level.	Students will increase performance by at least 2.5 percentage points, reversing prior declines and improving outcomes by Diagnostic 2 26-27

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the implementation of math instructional strategies included the use of standards-based curriculum, small group instruction, and ongoing formative assessments to monitor student progress. Teachers incorporated opportunities for guided practice and independent work, and some classrooms began integrating math discourse and problem-solving strategies into daily instruction. These efforts contributed to moderate growth in mathematics performance, as indicated by increases in CAASPP Math scores and student progress on diagnostic assessments. Students demonstrated improvement in foundational skills and procedural fluency, particularly in early grades.

However, despite these gains, overall math achievement remains below standard, and growth has not been sufficient to close achievement gaps. Subgroup data indicates that African American students and Students with Disabilities continue to perform significantly below their peers, with some groups experiencing declines in performance. One key challenge has been the inconsistent implementation of rigorous, standards-aligned math instruction, particularly in the areas of problem solving, conceptual understanding, and mathematical reasoning. While some classrooms effectively incorporated student discourse and higher-order thinking tasks, this was not consistent across all grade levels. Additionally, opportunities for students to explain their thinking, engage in productive struggle, and apply math concepts to real-world problems were limited, which may have impacted students' ability to demonstrate proficiency on CAASPP.

Implementation of targeted intervention (Tier 2 and Tier 3) was also inconsistent due to time and staffing constraints, limiting the school's ability to accelerate learning for students who are below grade level. While digital tools (i-Ready and other platforms) were available to support personalized

learning, their use was not consistent across classrooms, reducing their overall impact on student achievement. Overall, while foundational systems are in place and producing incremental growth, there is a need to strengthen instructional rigor, consistency of math discourse, targeted intervention, and effective use of data and technology to accelerate student learning and close achievement gaps.

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

While planned instructional strategies were implemented, there were differences in execution across classrooms.
-The level of rigor and use of mathematical discourse varied, impacting consistency of student experiences
-Intervention time and structures were not consistently implemented, limiting support for students most in need
-Use of data to inform instruction varied across grade levels
-Technology tools were available but not used consistently to support differentiation and intervention

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.

Based on this analysis, the following changes will be implemented:
-Strengthen Tier 1 math instruction with a focus on problem solving, reasoning, and discourse
-Increase consistent use of math talk and student explanation strategies across classrooms
-Implement a more structured MTSS system for math intervention
-Provide professional development on standards-based math instruction and differentiation
-Increase targeted supports for African American students and Students with Disabilities
-Improve use of technology for personalized learning and progress monitoring
-Ensure consistent data cycles for instructional planning and intervention

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math Instruction & Intervention Strategy:
-Implement standards-based math instruction emphasizing conceptual understanding and problem solving
-Provide structured opportunities for math discourse (student explanation, justification, peer discussion)
-Use data-driven small group instruction to address learning gaps
-Implement targeted intervention programs for students below grade level
-Provide student goal setting and conferencing based on data

Professional Development and MTSS Support:

-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.
-Through Community School funding, teachers will participate in grade level chats to analyze growth in ELA assessments. Substitute coverage will be provided to allow teachers time to collaborate, review data, and develop targeted instructional plans.
-All Teachers will be served equitably by receiving support with Differentiation, Grade-Level Data Analysis, Lesson Planning, and Lesson Modeling
-All Teachers will participate in Wellness & Instructional Impact Professional Development. This professional learning will focus on educator wellness as an instructional strategy. The intent is to strengthen teachers' ability to maintain positive classroom environments, manage stress and challenging interactions, sustain high expectations, and support student engagement and learning. (30,000)
-Substitute Coverage for Teacher Professional Learning. Funds will provide substitute coverage so teachers can participate in protected, job-embedded professional learning during the school day. This will allow teachers to collaborate, analyze data and student work, plan interventions, strengthen instruction, and apply professional learning. (4,000)

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

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

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 3

Parent Engagement
To improve family engagement and student support, we will implement a comprehensive family engagement plan including workshops, family events, and consistent two-way communication, as measured by family participation rates, increasing by 10% participation.

Identified Need

Our data indicates that family engagement and participation in school events is inconsistent, limiting opportunities for families to support student learning at home and engage in the school community.
Our data shows that chronic absenteeism remains high (39.1%), indicating a need for stronger family partnerships to support consistent student attendance and engagement.
There is a need to strengthen two-way communication between school and home, ensuring families receive timely, accessible, and meaningful information about student progress and school programs.
There is a need to build family capacity to support student learning in literacy and mathematics, particularly through workshops and resources aligned to grade-level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family event attendance and participation logs	25-26 Parent Engagement Total: 1547	Increase of 10% parent engagment

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The school implemented a variety of family engagement strategies, including family workshops, school events, and communication through digital platforms and newsletters. These efforts provided opportunities for families to connect with the school and support their children's learning. While participation in some events was positive, overall family engagement remained inconsistent, with many families not regularly participating in school activities or workshops. Additionally, data indicates that chronic absenteeism remains high, suggesting that current family engagement strategies have not yet resulted in strong improvements in student attendance. This highlights the

need for more intentional and targeted engagement efforts that directly connect family involvement to student outcomes.

Overall, while foundational systems for family engagement are in place, there is a need to strengthen consistency, intentionality, and responsiveness of engagement efforts, as well as to improve two-way communication and alignment to student learning and attendance goals.

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

While planned family engagement activities were implemented, there were differences in participation and impact.
Attendance at events varied significantly, with some families consistently engaged while others did not participate
Scheduling and access barriers (time, language, format) may have limited participation

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

Based on this analysis, the following changes will be implemented:
-Increase two-way communication systems, including surveys, feedback opportunities, and direct outreach
-Provide family workshops aligned to ELA, Math, and attendance, helping families support learning at home
-Increase flexibility and accessibility of events (multiple times, virtual options, language support)
-Strengthen the connection between family engagement and student outcomes, particularly attendance and academic progress

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Family Engagement & Partnership Strategy:
-Provide monthly family workshops focused on literacy, math, and attendance
-Host family engagement events
-Strengthen two-way communication systems (surveys, phone calls, conferences)
-Provide resources and tools for families to support learning at home
-Connect family engagement efforts to attendance improvement initiatives

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)
16335	Title I Part A: Allocation
2482	Title I Part A: Parent Involvement

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 # 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 4

English Learner
To improve English Learner progress, we will implement designated and integrated ELD, targeted small group instruction, and professional development focused on academic language strategies, as measured by the percentage of English Learners making progress on the ELPAC (ELPI), increasing from 16.1% to 21.1%.

Identified Need

-Our data indicates that English Learner progress is significantly below standard, with only 16.1% of students making progress, and a large percentage of students maintaining or decreasing proficiency levels.
-ELPAC data shows that many students are performing at lower levels in reading and writing, indicating a need for explicit instruction in academic language, vocabulary development, and written expression.
-There is a need to strengthen both Designated ELD and Integrated ELD across all content areas, ensuring that language development is consistently embedded in daily instruction.
-Current implementation of ELD strategies varies across classrooms, indicating a need for professional development, coaching, and consistent instructional expectations.
-There is a need to provide targeted intervention and progress monitoring for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (ELPI)	16.1% of English Learners making progress	Increase to 21.1% making progress
ELPAC Summative Assessment (Levels 1–4)	High percentage of students at Levels 1 and 2	Increase students at Levels 3 and 4
Iready Reading Diagnostic	D3 25-26: 30% of ELs at or above grade level	Increase by 2.5% at 26-27 MOY Iready Diagnostic 2

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The school implemented designated ELD instruction and integrated language supports within core instruction to support English Learners. Teachers utilized strategies such as vocabulary development, sentence frames, and structured opportunities for student discourse to support language acquisition. While these strategies supported some student growth, overall progress remains limited, with only 16.1% of English Learners making progress on the ELPI. A significant percentage of students are maintaining or decreasing proficiency levels, indicating that current supports are not yet sufficient to accelerate language development. ELPAC data indicates that students demonstrate the greatest need in reading and writing, particularly in academic vocabulary, comprehension, and written expression. While oral language (speaking and listening) showed some areas of strength, these skills are not consistently transferring to literacy-based tasks. Implementation of Integrated ELD practices varied across classrooms, with some teachers effectively embedding language development into instruction, while others demonstrated less consistent use of strategies. Additionally, Designated ELD instruction was not always aligned to student need or consistently targeted based on data. Targeted intervention for English Learners was also inconsistent due to time and staffing limitations, reducing opportunities to accelerate progress for students who are below proficiency. Overall, while foundational ELD practices are in place, there is a need to strengthen consistency, alignment, and intensity of language instruction, particularly in reading and writing, as well as to improve use of data to inform targeted instruction and intervention.

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

While ELD strategies were implemented, there were differences in consistency and impact across classrooms.
-Implementation of Integrated ELD varied, with inconsistent use of language objectives and scaffolding strategies
-Designated ELD instruction was not always targeted based on student data
-Opportunities for structured academic discourse and writing were inconsistent
-Targeted intervention for English Learners was limited due to time and staffing constraints
-Use of ELPAC and formative data to guide instruction varied across 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.

Based on this analysis, the following changes will be implemented:
-Strengthen Designated and Integrated ELD instruction with clear expectations across all classrooms
-Provide professional development and coaching focused on academic language, scaffolding, and writing strategies
-Increase intentional focus on reading and writing within ELD instruction
-Provide targeted small group intervention for English Learners
-Increase consistency in language objectives and student discourse practices across content areas
-Improve alignment between ELD instruction and core content instruction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner Instruction & Intervention Strategy:

-Provide daily Designated ELD instruction aligned to student proficiency levels
-Implement Integrated ELD across all content areas, including language objectives and structured discourse
-Provide targeted small group instruction and intervention based on ELPAC and formative data
-Use sentence frames, vocabulary development, and structured writing tasks to support language development
-Implement student goal setting and progress monitoring for English Learners
-Provide professional development and coaching for teachers on ELD strategies; PD provided by Superintendent Zone- funded MTSS Coach through coaching feedback cycles, PLC facilitation, and A Monday PD

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)

English Learners

Strategy/Activity

Family Advocate will be utilized to support English Learners by:

-Providing small group and individualized instructional support during Designated and Integrated ELD
-Supporting language development in reading, writing, speaking, and listening, particularly for students at lower proficiency levels
-Assisting teachers in scaffolding instruction and reinforcing academic vocabulary and concepts in students' primary language when appropriate
-Supporting progress monitoring and organization of EL student data, including ELPAC-related documentation and tracking
-Facilitating communication between school and families, including translation, interpretation, and outreach to ensure families understand student progress and available supports

-Assisting with family engagement efforts, particularly for families of English Learners, to strengthen home-school connections

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)
78018	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 # 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 that meets their needs and will show academic achievement.

Goal 5

To improve science achievement, we will implement NGSS-aligned, inquiry-based STEM instruction with an emphasis on scientific discourse and investigation, as measured by the percentage of students meeting or exceeding standards on the CAST, increasing from ~30% to 35%.

Identified Need

Our data indicates that science performance is a relative strength (Green), but growth has been modest, indicating a need to accelerate achievement and move more students into proficiency levels.
There is a need to strengthen consistent implementation of NGSS-aligned instruction, particularly in the areas of inquiry, investigation, and real-world application of scientific concepts.
Students need increased opportunities to engage in scientific discourse, writing, and explanation of thinking, which are critical components of the NGSS standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST)	Approximately 30% of students meeting or exceeding standards	Increase to 35% meeting or exceeding standards

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The school implemented science instruction aligned to NGSS standards, incorporating hands-on learning opportunities, use of the Imagination Lab, and integration of STEM-based activities. These efforts contributed to maintaining overall performance in the Green range, indicating that students are engaging with grade-level science content. Students demonstrated strengths in participation, engagement, and hands-on learning experiences, which are key components of effective science

instruction. Inquiry-based activities and exposure to real-world applications supported student interest and foundational understanding of scientific concepts.

However, despite these strengths, growth in science achievement has been modest, indicating a need to accelerate progress and move more students into proficiency levels. Instructional practices varied across classrooms, particularly in the areas of scientific discourse, writing, and explanation of reasoning, which are critical for success on the CAST. Additionally, opportunities to integrate literacy and language development within science instruction were not consistently implemented, limiting access for English Learners and other students who require additional support with academic language. Overall, while science instruction is a strength, there is a need to strengthen consistency, rigor, and integration of language and literacy, as well as to increase opportunities for student discourse and explanation of thinking to accelerate achievement.

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

While science instruction was implemented across grade levels, there were differences in consistency and depth of implementation.
-The level of inquiry-based instruction and hands-on learning varied across classrooms
-Opportunities for scientific discourse and writing were not consistently embedded
-Integration of literacy and language development within science was inconsistent
-Use of data to guide science instruction and monitor progress was limited

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.

Based on this analysis, the following changes will be implemented:
-Strengthen consistent implementation of NGSS-aligned, inquiry-based instruction
-Increase opportunities for scientific discourse, writing, and explanation of thinking
-Ensure equitable access to STEM experiences for all students
-Increase use of formative assessments to guide instruction and monitor progress

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Science Instruction & STEM Integration (Specialized STEM Teacher):
-Implement NGSS-aligned science curriculum with hands-on investigations
Utilize the STEM Lab and STEM resources to support inquiry-based learning
-Integrate reading, writing, and academic language into science instruction
-Provide structured opportunities for scientific discourse and explanation of reasoning
-Use performance tasks and assessments to monitor student understanding
-Ensure equitable access to STEM learning experiences for all 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)

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

Technology-Enhanced STEM Instruction:
Technology will be used to support interactive, inquiry-based science learning, simulations, research, and student collaboration.

A Computer Learning Specialist will:
-Support teachers in integrating technology into science instruction and STEM learning
-Provide coaching on using digital tools for inquiry, research, and data analysis
-Support integration of science and literacy through digital platforms
-Ensure consistent use of technology to enhance student engagement and access
-Support STEM-based learning experiences and project-based learning opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I Part A: Allocation
	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3 & 9

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

By 2027, PUSD will increase academic achievement of African American students by at least one performance level as measured by the CAASPP ELA and Math exams; Increase postsecondary readiness (prepared) to 60% or higher among African American students as measured by the College/Career indicator of the California Schools Dashboard; and, increase social-emotional wellbeing and inclusiveness for Black/African American students as measured by local climate survey such as Panorama and the California Healthy Kids Survey.

Goal 6

To improve school climate, safety, and student engagement, we will implement a Multi-Tiered System of Supports (MTSS) including attendance monitoring, family outreach, and restorative practices, as measured by:
-Chronic Absenteeism, decreasing from 39.1% to 30%, and
-Suspension Rate, decreasing from 2.1% to 1.8%

Sub-Goal (African American Students)
To reduce chronic absenteeism for African American students, we will implement targeted attendance interventions, mentoring, and family outreach, decreasing from 63% to 55%.

Identified Need

Our data indicates that chronic absenteeism is very high (39.1%) and increasing, significantly impacting student learning and access to instruction.
Subgroup data shows that African American students experience disproportionately high rates of absenteeism (63%), indicating a need for targeted and equity-focused interventions.
While suspension rates are relatively low, there is a need to maintain and strengthen positive school climate systems, including restorative practices and behavior supports.
There is a need for a more structured and consistent MTSS framework to address attendance, behavior, and social-emotional needs across all tiers.
Current systems for attendance monitoring, intervention, and follow-up are inconsistent, limiting the school's ability to respond effectively and in a timely manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	39.1% chronically absent	Decrease to 30%
Suspension Rate	2.1%	Decrease to 1.8%
Chronic Absenteeism Rate (African American students)	63% chronically absent	Decrease to 55%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The school implemented a range of strategies to support student attendance and positive behavior, including attendance monitoring, communication with families, and schoolwide behavior expectations. These efforts contributed to maintaining a low suspension rate, reflecting a generally positive school climate.

However, chronic absenteeism remains a significant and growing concern, with nearly 40% of students missing a substantial amount of instructional time. This has limited the school's ability to translate instructional efforts into improved academic outcomes. Subgroup data indicates that African American students are disproportionately impacted, with a chronic absenteeism rate of 63%, highlighting a critical equity issue that requires targeted intervention. While attendance systems were in place, implementation of tiered interventions and consistent follow-up was not fully developed, limiting the effectiveness of efforts to address chronic absenteeism. Additionally, outreach to families was often reactive rather than proactive, and systems for tracking and responding to attendance concerns varied. Although behavior systems supported a positive climate overall, there is an opportunity to strengthen restorative practices and proactive supports to ensure continued improvement and consistency across classrooms.

Overall, while foundational systems are in place, there is a need to strengthen MTSS structures, targeted interventions, and consistent monitoring systems, particularly for students with high absenteeism, in order to improve student engagement and outcomes.

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

While attendance and behavior strategies were implemented, there were differences in consistency and effectiveness.
-Attendance monitoring occurred, but follow-up interventions were not consistently implemented across all students
-Family outreach was inconsistent and often reactive rather than proactive
-MTSS systems were not fully structured or consistently applied across tiers
-Targeted supports for high-need groups, including African American students, were limited in consistency and intensity

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.

Based on this analysis, the following changes will be implemented:
-Establish a clearly defined MTSS framework for attendance and behavior
-Implement ongoing attendance monitoring and tiered intervention systems
-Increase proactive family outreach and communication regarding attendance

-Provide targeted supports and mentoring for African American students and other high-need groups
-Strengthen restorative practices and positive behavior supports (PBIS)
-Increase consistency in data tracking, progress monitoring, and intervention implementation
-Improve coordination of staff roles and responsibilities related to MTSS

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

Strategy/Activity 1

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

All Students

Strategy/Activity

MTSS, Attendance, & Climate Strategy:
-Implement a Multi-Tiered System of Supports (MTSS) to address attendance, behavior, and social-emotional needs
-Conduct ongoing attendance data reviews and early identification of at-risk students
-Provide tiered interventions (Tier 1, 2, and 3) including parent meetings, attendance contracts, and referrals
-Implement restorative practices and PBIS strategies schoolwide
-Provide mentoring and targeted support for African American students
-Strengthen family outreach through communication, home visits, and engagement strategies
-The creation of the Coyote Lounge (Student Achievement room) - The space will provide students and groups with an opportunity as an incentive to be recognized for academic achievement, academic growth, improved attendance, leadership, and positive participation.

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)
29393	Title I Part A: Allocation

Strategy/Activity 2

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

All Students

Strategy/Activity

WESM will be using 60,000 in LCFF funds to provide Student Support Activity Aides.

Student Support Activity Aides will:
-Conduct check-ins with students
-Support student supervision, engagement, and positive behavior reinforcement
-Assist with implementation of PBIS and restorative practices

-Provide mentoring and relationship-building with targeted students, particularly African American 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)
60000	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	$180157
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	$180157
Other State/Local Funds provided to the school	$69840

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $249,997

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	69840	0.00
Title I Part A: Parent Involvement	2482	0.00
Title I Part A: Allocation	177675	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	69,840.00
Title I Part A: Allocation	177,675.00
Title I Part A: Parent Involvement	2,482.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Reyna Uka	Principal
Mary Roper	Classroom Teacher
Katherine Mickelson	Classroom Teacher
Karina Machuca Evans	Classroom Teacher
Jessica Lopez	Other School Staff
Leira Ruperto	Parent or Community Member
Jessica Hernandez	Parent or Community Member
Amy Gonzalez	Parent or Community Member
Amanda Casillas	Parent or Community Member
Cheryl Lough	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

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 5/19/26.

Attested:

	Principal, Reyna Uka on 5/19/26
	SSC Chairperson, Mary Roper on 5/19/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Washington Elementary STEM Magnet	**Principal:**	Reyna Uka
School Number:		**Counselor:**	n/a
Date Completed:	5/1/26	**Principal Signature:**	

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
29.81	28% (EOY for 24-25 was 39.14%)	25%

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? How is this date used to monitor student progress?	• ADA reports • Chronic absentee list • Truancy reports • Aeries attendance • MTSS data Data will be reviewed regularly to identify trends, student groups in need of support, and effectiveness of interventions. Attendance data will also be disaggregated to monitor equity gaps.	Monthly (Attendance Team meetings) Ongoing (site/admin review)	• Data is consistently reviewed and shared with staff • Identified students are monitored with targeted supports • Reduction in chronic absenteeism and truancy rates over time

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 Coaches • Community Advocate • Community Assistant • Ins/Clerical Aide	Monthly (minimum) and as needed for student conferencing	Team meets regularly with at least 80% attendance Clear action plan is implemented and updated Increased coordination of supports for students

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?	• • Monthly recognition for strong and improved attendance • Classroom-based attendance goal setting • School-wide attendance competitions • Integration of attendance awareness into classroom instruction and SEL • Use of MTSS to proactively identify at-risk students • Promotion of engaging school programs (STEM, garden, lab experiences)	• Recognition: Monthly • Classroom activities: Weekly/Ongoing • Competitions: Monthly • MTSS review: Monthly	• Increased student engagement • Improved attendance rates across grade levels • Reduction in students becoming chronically absent
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	• Parent workshops and informational sessions • Attendance letters and notifications sent home	• Workshops: Quarterly • Letters: Trimester/As needed • Campaign: Annually (September)	• Increased family awareness of attendance expectations

	• Attendance awareness campaign (e.g., September focus month) • Attendance discussed at SSC, ELAC, and PTA meetings • Daily calls/messages for absences • Targeted outreach for chronically absent students	• Calls: Daily • Meetings: Ongoing	• Improved communication with families • Reduction in unexcused absences

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 barriers and needs of students struggling with attendance?	• SART meetings for students with significant attendance concerns • Individual attendance plans • Check & Connect mentoring for targeted students • Tier 2/3 MTSS interventions • Coordination with community resources when needed	• SART: Monthly/as needed • Plans: Ongoing monitoring • Mentoring: Bi-weekly	•At least 50% of identified students show improved attendance • Reduction in chronic absenteeism among targeted students
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	• Restorative practices to rebuild student connection to school • Safe and supportive classroom re-entry routines • Staff professional development on engagement and de-escalation	• Restorative practices: Ongoing • PD: Beginning of year + quarterly refreshers • MTSS review: Monthly	• Improved student engagement and classroom participation • Increased attendance consistency for previously disengaged students • Positive student and staff feedback

	• Individualized academic and behavior supports through MTSS		





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

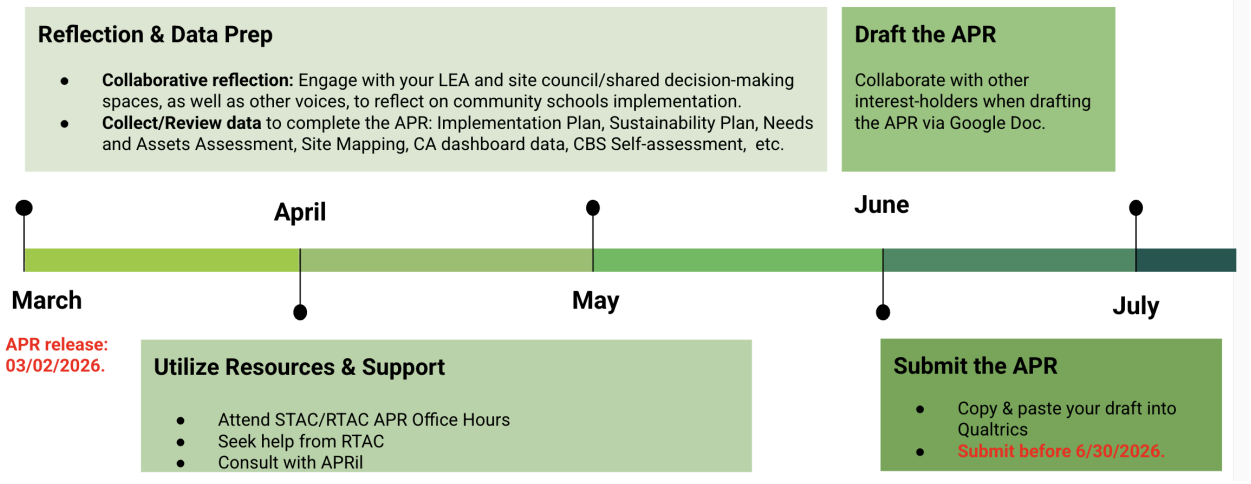
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles _____
Cohort	▼Cohort 1_____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

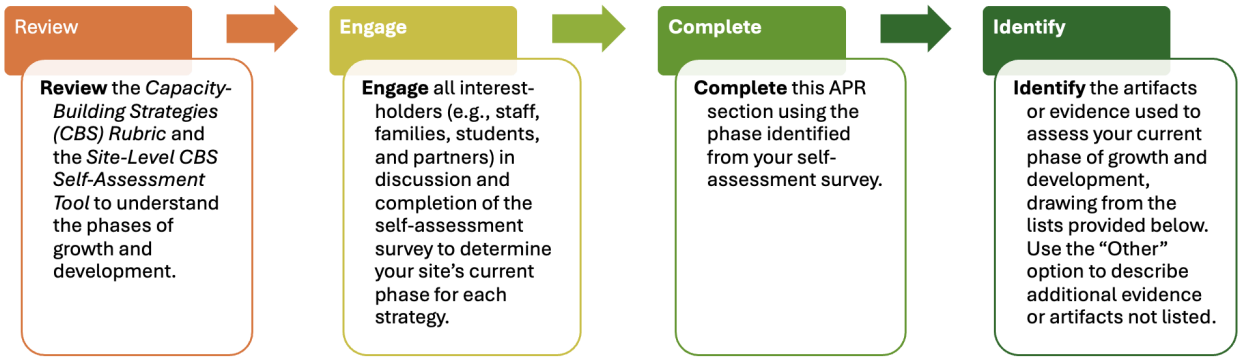
Name: Reyna Uka
Job Title: Principal
Email: uka.reyna@pusd.us
Phone number: (626)396-5840

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☑ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☑ Committee by-laws
- ☑ Team mapping
- ☐ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☑ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☐ Roles and responsibilities document that includes a process for ongoing revision
- ☑ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☐ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 275

This year, Washington Elementary made meaningful progress in several Capacity-Building Strategies, particularly in Shared Commitment, Understanding, and Priorities, Collaborative Leadership, and Strategic Community Partnerships. Through the support and framework provided by the CCSPP, we strengthened systems that promote authentic engagement and shared ownership among students, families, staff, and community partners.

In the area of Shared Commitment, Understanding, and Priorities, we intentionally increased communication and transparency by regularly sharing Community Schools updates, data, action plans, and next steps through ELAC, SSC, PTA, staff meetings, and Community Schools Advisory meetings. We also expanded outreach through our school website and newsletters, ensuring stakeholders remained informed and connected to our shared goals.

Regarding Collaborative Leadership, CCSPP created opportunities for diverse voices to participate in decision-making processes. Our Senior Advocate became an integral member of MTSS and attendance teams, contributing valuable insights, identifying barriers to student success, and helping shape support systems responsive to student and family needs. This strengthened our culture of shared leadership and collective problem-solving.

We also advanced Strategic Community Partnerships by increasing the visibility and accessibility of community resources. Community partners visited campus regularly during lunch periods, engaging directly with students, providing information, and fostering relationships that support student well-being. These partnerships helped bridge school, family, and community resources while expanding opportunities available to our students.

Through this work, we learned the importance of creating consistent structures for engagement and communication. The CCSPP has provided the foundation, resources, and collaborative framework necessary to deepen partnerships, strengthen trust, and build a more connected school community. As we move into the next year, we look forward to continuing this work and further embedding community school practices into the culture of our school.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☐	☑	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☑	☑	☑	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☐	☐	☑	☑	☑	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☐	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☑	☐	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☐	☐	☐	☐	☑	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Students with disabilities	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Student Surveys, Tier 1 and Tier 2 services. Check in with students and home visits when needed; community circles.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☐	☑
Before School (times/services)	☐	☑
After School (times/services)	☑	☐
Summer Programs	☑	☐

During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☐	☑
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☐	☑
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,								

physical health)								
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Previously…	405	N/A	N/A		District F…		Referrals and Case Management; Coordination of services to provide health and wellness services to students and families
Professional development in STEM/ Environmental studies integration	Previously…	N/A	25	N/A		District F…		Environmental Studies, Restorative Practices
Tutoring services and academic intervention	Previously…	16	N/A	N/A		Expande…		
After-school and summer enrichment programs and activities.	Previously…	138				Expande…		
Learning materials.	Previously…	405	N/A	N/A		Local Co…		Support literacy intervention, family

								engagement in support literacy (e.g. take-home classroom books), and extended school year programs

Note:

**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1: Increase parent involvement	☑ Yes ☐ No	☐ Family and Community Engagement	This goal was developed as part of WESM's magnet program.	ELAC meetings, School Site Council meetings, and Family Fun Night; Community School Advocate and CS Assistant collaborated to communicate with parents through: flyers, social media, phone calls, and emails. CS Staff participated in monthly family fun nights to support parent engagement. CS Staff participated in the monthly ELAC, School Site Council, MSAP, and SART meetings to build relationships with families. Daily check-ins between both Community Advocate and Assistance.

Goal 2: Increase student participation in SEL centered activities.	☐ Yes ☑ No	☐ Professional Development & Staff Capacity	This goal was developed as part of WESM's needs and assets assessment.	38 or more Tier 1 activities will be implemented for 25-26 SY ; Students participated in the Girls club: community circles, arts and crafts activities, etc. Program: Lunch Bunch; opportunities for students to connect and develop relationships while participating in various projects. Thoughtful Thursday events: students connect with community partners to build relationships and with school staff. Elevo is implemented during recess and lunch.
Goal 3: Decrease chronic absenteeism by	☑ Yes ☐ No	☐ Attendance & Absenteeism Reduction	This goal was developed	The attendance team meets

3% for the 25/26 SY.			as part of WESM's needs and assets assessment.	weekly to identify students who are struggling with attendance and follow up with check-ins and referrals. Home visits are conducted as needed. Monthly assemblies and lunch events are scheduled to promote student engagement. Tier 1 activities: Monthly Perfect attendance awards, Monthly Most Improved attendance by grade challenge. Tier 2: Phone calls, home visits to students with 8 absences or more by the

				attendance team.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	SY 2025-2026 (report numeric values only)	Desired Outcome Year 5 (SY 2026-2027)
Goal 1: If you have more than one metric for Goal 1, please add here.	Other locally determined measures	Duplicated count of parent attendance to ELAC meetings, School Site Council, and Monthly Family Fun Nights	688	891	1501	1605	1653
Goal 2: If you have more than one metric for Goal 2, please add here.	Other locally determined measures	Increase student participation in SEL-centered activities.	24 Tier 1 activities were completed	30 Tier 1 activities were completed in 23/24 SY	38 Tier 1 activities were completed 24/25 SY	38 Tier 1 activities were completed for 25-26 SY	40 or more Tier 1 activities will be implemented for 25-26 SY
Goal 3: Decrease chronic absenteeism by 3% for the 25/26 SY.	Chronic absenteeism rates	Decrease Chronic Absenteeism	41%	35%	39.1%	32.41%	29.41%

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 276

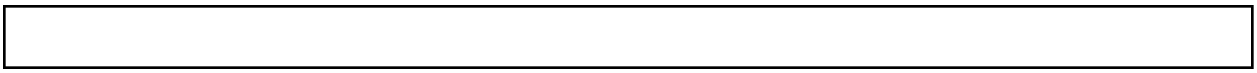
As we reflect on the implementation of our Community Schools goals during the 2025–2026 school year, several insights have informed adjustments to our goals and actions for 2026–2027.

For Goal 1, increasing family participation in ELAC, School Site Council, and Family Fun Nights, we saw steady growth over the past three years. While our outreach efforts were successful in increasing engagement, participation varied across events and stakeholder groups. Moving forward, we will refine our engagement strategies by expanding two-way communication, increasing opportunities for family voice in decision-making, and offering more targeted outreach based on family interests and needs. Success will be measured not only by attendance numbers but also by the quality of family participation and feedback.

For Goal 2, increasing student participation in SEL-centered activities, we met our target by continuing to provide Tier 1 social-emotional learning opportunities. Reflection on this work showed that consistent implementation and staff involvement were key contributors to success. Next year, we will focus on measuring the impact of these activities on student connectedness, belonging, and school climate, rather than solely tracking the number of activities offered.

For Goal 3, reducing chronic absenteeism, we made progress compared to baseline years but did not consistently meet our desired outcomes. This highlighted the need for more proactive and individualized attendance supports. In response, we plan to strengthen early intervention systems, increase collaboration between school staff and community partners, and expand family outreach regarding attendance barriers.

These reflections have reinforced the importance of balancing implementation metrics with impact measures. Through the Community Schools framework, we will continue building stronger partnerships, increasing student and family engagement, and developing systems that support long-term student success.



School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☐	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 279

Since implementing the CCSPP grant, Washington Elementary has observed several positive improvements in school climate that we believe are directly connected to our Community Schools efforts. Through a focus on whole-child supports, family engagement, student connectedness, and community partnerships, our school has become a more welcoming, supportive, and inclusive environment for students and families.

One of the most notable improvements has been increased student engagement and a stronger sense of belonging. Through expanded social-emotional learning opportunities, community circles, restorative practices, monthly assemblies, lunch activities, and enrichment programs, students have had more opportunities to build positive relationships with peers and staff. These efforts have contributed to a more positive school culture and increased participation in school activities.

We have also seen stronger connections with families. Family Fun Nights, ELAC meetings, School Site Council meetings, newsletters, and ongoing communication efforts have increased opportunities for families to engage with the school community and provide input on school initiatives. As a result, families have become more active partners in supporting student success.

Additionally, CCSPP has strengthened collaboration among staff, students, families, and community partners. Our Senior Advocate, attendance team, and community partners work together to address barriers to attendance, provide referrals, conduct home visits when needed, and connect families with resources. Community partners regularly engage with students on campus, helping expand access to supports and creating stronger connections between school and community.

While we recognize that school climate improvement is an ongoing process, CCSPP has provided the framework and resources necessary to foster stronger relationships, increase engagement, and create a more caring and connected school environment. These improvements have laid the foundation for continued growth in student well-being, attendance, and overall school success.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☐ Centering Community-based Learning
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☐ Community Schools Sustainability
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☐ Principal
- ☐ Assistant Principal (if applicable)
- ☐ Community Schools Coordinator(s)
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://washington.pusd.us/families/community-schools-wesm

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- [ ] Yes
- [ ] No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- [ ] Yes
- [ ] No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1uFbt2UwQ3KVR7EJurfW4o58OibzN0OhR/edit?gid=1378702641#gid=1378702641

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Washington Elementary STEM Magnet

Reyna Uka, Principal

uka.reyna@pusd.us

(626) 396-5840

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Washington has built a shared understanding of the community schools initiative through the following outreach strategies:

- Presentations to parent leadership groups, including the PTA, School Site Council, Staff meetings, and English Learner Advisory Committee
- Bulletin boards and pop-up banners that introduce the pillars of community schools, including flyers and resources available to students and families
- Maintenance of school social media pages
- School (Family Fun Nights) and district events (Community Schools Kick-off)

Through this variety of outreach strategies, the site-based coordinator introduced themselves and clarified their role and responsibilities, shared the purpose of community school strategies, and gathered perspectives to inform the needs assessment and community school goals. Support from the central office has included helping the site coordinator create presentations and tools (such as a

referral for services form) for alignment across the district's community schools.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: Integrate students' experience, family, history, culture, and language throughout the curriculum through the development of grade-level environmental studies instructional units wherein students are positioned as content experts who apply their diverse talents to solve environmental problems in their community and through an appreciation for multilingual learning in Spanish World language classes that celebrate the Spanish language and the cultural heritage of Spanish-speaking countries. Students complete two capstone projects annually to demonstrate their learning. Expanded learning programs utilize learning through multiple modalities and a variety of student interests.
- Racially Just and Restorative School Climates: Provide tiered systems of support and professional development in trauma-informed and restorative practices (Young and Healthy, Western Justice Center) and schoolwide strategies that promote a positive school climate for all students (Capturing Kids Hearts, Restoring Joy). Promote student leadership through student council and collaborative play structures and strategies (team-building, lunch bunch, peer mediation team)
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in anti-racist, inclusive, and culturally responsive practices and pedagogy (Powerful Choices). Support teachers to include these strategies in grade-level instructional units.
- Shared Decision-Making and Participatory Practices: Maintain a PTSA and a Magnet Advisory Board and expand the role of the School Site Council to identify and monitor the progress of community school priorities and collect feedback. Expand participation in the African American Parent Council and English Learner Advisory Committee. Provide parent leadership training to invite parents to engage in leadership opportunities and provide support for meaningful participation in decision-making.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

With support from non-profit partner Communities in School (CIS), Washington Elementary STEM Magnet reviewed achievement, engagement, and attendance data; demographic data; community resource data; and staff, student, and parent survey data to complete a needs assessment. The needs and assets assessment summarizes top findings, considers alignment between Community School goals and the School Plan for Student Achievement, and includes asset mapping of existing supports.

Through coaching from CIS and the support from central office staff, Washington identified and continues to monitor progress toward community school goals that align with PUSD's strategic plan.

Data collection and analysis are ongoing and, in addition to student performance and engagement data, includes:

- School developed Surveys-
    - Student survey of 3rd-5th graders was conducted one-on-one with 10% of students
    - Classified survey disseminated via email
    - Certification was disseminated via email and conducted during a staff meeting
    - Parent survey distributed via flier, text message, email, and during parent meetings (ELAC)
- A Magnet School Staff Survey was completed by more than 90% of teachers
- Data was collected and monitored by the Community Advocate using a community school tracker (spreadsheet) and CISDM, a data management system through CIS.
- Community school staff utilize AERIES to support progress monitoring.

Common themes across the various data sources are analyzed to set schoolwide priorities.

Students' academic progress is monitored on an ongoing basis through monthly teacher-professional learning communities for English Language Arts and Math. Teachers bring student work to PLC meetings and review assessment data with the support of an instructional coach to strategize and plan the next steps.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Increase parent involvement	Duplicated count of parent attendance to ELAC meetings, School Site Council, and Monthly Family Fun Nights
Increase student participation in SEL-centered activities	Count of offered Tier-1 activities.
Decrease chronic absenteeism by 3% for the 25/26 SY.	The attendance team meets weekly to identify students who are struggling with attendance and follow up with check-ins and referrals. Home visits are conducted as needed. Monthly assemblies and lunch events are scheduled to promote student engagement.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Teachers will receive professional development directly related to community-building practices.	Teachers will receive professional development directly related to community-building practices.
Teachers will receive professional development directly related to the development and implementation of the environmental studies and Spanish world language theme.	Teachers will receive, on average, at least 50 hours of professional development in schoolwide practices annually.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase informal opportunities to listen to and engage with parents to promote broader parent participation	Host parent coffees to hear from parents who may not participate on committees; Host events at varying times to reach an increased number of parents. Elicit parent feedback at high-attendance events like BTSN and Open House, as well as family fun nights.
Increase parent participation	Implement an intentional process to increase parent, staff, and student feedback opportunities. Share how feedback is used to ensure parents feel heard and their input is valued. Parent Portal training opportunities.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

In addition to leadership roles on existing school committees (PTSA, African American Parent Council, English Learner Advisory Committee), Washington Elementary STEM Magnet has several key leadership structures for shared decision-making:

1. **Resource Team**- The Resource Team includes the MTSS Coaches, Clinical Social Worker, Community Advocate, Community Assistant, Magnet Coordinator, and Principal. This team meets on an ongoing basis to discuss the school's progress toward the goals set.
2. **School Site Council**- The School Site Council includes the Community Advocate, Community

School Teacher Lead, teachers, classified staff, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing, and special committees regarding the focus of SPSA

3. **Magnet Advisory Board**- Washington's Magnet Advisory Board includes the Principal, Magnet Coordinator, Curriculum Specialist, teachers, classified staff, community partners, and parents. Washington's Magnet Advisory Board meets monthly and focuses on providing guidance related to program sustainability, school culture, and monitoring progress toward implementation of the magnet theme and magnet goals.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build the capacity of the leadership team to continue implementing schoolwide systems after the funded period	Formalize community school policies, procedures, and norms Train staff in these procedures and systems
Develop a sustainability plan	Document curriculum Documented outreach resources, Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan

Key Staff/Personnel

Reyna Uka, Principal	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives
Jessica Lopez, Community Advocate	Coordinate expanded community partnerships, conduct

	needs and assets assessment, and create support plan in collaboration with the school community, monitor and evaluate the needs of students and the impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
Alejandra Arroyo, Sr.Community Advocate	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)
Sydney Minckler, Magnet Coordinator	Lead parent and community outreach, facilitate meetings of teachers/staff and parents, lead coordination of purchases for classroom instructional materials to integrate the school theme, and lead data collection for program evaluation
David Earnhart, Curriculum Specialist	Support teachers in developing theme-integrated lessons and assessments across all academic content areas
Mary Roper Fabiola Acevedo MTSS Coaches	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice, support teachers with EL instruction, tracks student's progress, support parents, and support school efforts in reclassifying students.
Julia Paniagua, Social Worker	Provides supportive mental health social work services, individual and group treatment, family services, and case management

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Building Capacity
In addition to state and regional technical assistance webinars, the community school coordinator participates in bi-weekly training and bi-weekly office hours that center on Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

Extensive teacher training in schoolwide practices and curricular themes also ensures that teachers have the capacity to continue integrating the environmental theme and schoolwide inclusive practices when funding for significant training is no longer available. Washington has set a training target of an average of 50 hours of training per teacher in thematic instruction and an average of 50 hours of training per teacher in school-wide reforms, to include workshops, coaching, and “turn-key” opportunities wherein teachers share what they have learned after attending a training. Professional development is provided by instructional coaches as well as professional consultants (such as Capturing Kids Hearts, Los Angeles County Office of Education).

As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos, develop onboarding training and materials for new staff, and reduce the cost of “refresher” training at the sites. District-funded Instructional Coaches will provide onboarding and ongoing training to new staff as needed.

Documenting Program Components and Schoolwide Systems
Teachers and program staff will spend extensive time documenting newly developed instructional units that integrate the theme of environmental studies and schoolwide practices. Teachers will document the integrated curriculum by developing units, which will be stored in a shared Drive and published on a Google Site. Parent and community outreach files will also be stored in a shared Drive. This shared drive is owned by a team, as opposed to an individual owner, so the files will remain accessible as magnet staff transition into new roles after funding ends.

The community school coordinator (Community Advocate) will document processes and systems for gathering commuting input and incorporating feedback, as well as systems to promote coordinated and aligned student services.

Identifying Long-term Funding Streams
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Create an asset map of existing community partners.	Conduct a school needs and assets assessment. Identify existing partners. Identify any service gaps and potential partners to address the identified needs. Establish MOUs with partners.
Increase community partner participation in decision-making.	Engage community partners in the school's Magnet Advisory Board. Invite community partners to join SSC meetings. Partners complete the evaluation form.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Current Partnerships

Professional Development Partners

- Flippen Group/Capturing Kids Hearts- Creating safe and effective relationship-based classroom environments
- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, and school support plan)
- Los Angeles County Office of Education - Teacher professional development in environmental studies
- Western Justice Center - Staff and student training (for peer mediation groups)

Expanded Learning Partners

- Pasadena Audubon Society- enhance instruction by providing field trips and hands-on lessons in bird science
- City of Pasadena - library services including tutoring, on-site after-school program, participation in "Thoughtful Thursdays", participation in Career Day (Water and Power)
- PUSD LEARNS provides after-school programs (athletic and academic-based) on-site and offers local summer programs at reduced costs to PUSD students.
- The Boys and Girls Club of Pasadena provides pick-up for after-school programs and care.
- Reading Partners provides literacy support. (tutoring)
- Mathnasium provides tutoring support
- STEAMCODERS -computer science and intermediate coding.
- Whizara - videography

Health & Wellness Partners
Led by PUSD Health Programs and Student Wellness and Support Services, the Washington community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic, trauma-informed practices, parent workshops
- Vision 2 Learn- Vision screening and provision of glasses
- Rose Bowl Aquatic Center- Swim safety program for 3rd-grade students
- D'Veal Family and Youth Services, THRIVE School Mental Health, and PUSD Mental Health Services- Mental health services
- Friends In Deed and USC- advisory board participants
- Families in Transition- Resources for homeless and transitional students.
- THRIVE Mental Health- Social Worker
- Pasadena Health Department- resources for mental, physical, and basic needs
- Five Acres- Residential and mental health services.

To ensure that partnerships are responsive to the needs of the Washington Elementary STEM Magnet community, school leadership will invite and engage community partners on the Magnet Advisory Board.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

WASHINGTON ELEMENTARY STEM MAGNET

School Site Council Agenda

May 19, 2026
2:30 - 3:30 p.m.
In-Person - Room A115

Norms
Be present and prepared.
Honor all voices; invite different perspectives.
Stay student-centered.
Work collaboratively and transparently.

Topic	Presenter	Time
Welcome & Meeting Norms	Ms. Uka	1m
March minutes approval	Ms. Uka	4m
Principal's Update	Ms. Uka	5m
School Plan for Student Achievement (SPSA) Approval	Ms. Uka	30m
Community Schools Update	Jessica Lopez	5m
Open Forum/Questions	Everyone	5m

***Attachments available upon request**

WASHINGTON ELEMENTARY
STEM MAGNET

Consejo del Sitio Escolar

Orden del Dia
19 de mayo del 2026
2:30 - 3:30 p.m.
En persona - Salon A115

Norms
Estar presente y preparado.
Respetar todas las voces; invitar a diferentes perspectivas.
Mantenernos centrados en nuestros estudiantes.
Trabajar de forma colaborativa y transparente.

Tema	**Presentador/a**	**Tiempo**
Bienvenida y Normas	Sra. Uka	1 min
Aprobación de minutos de febrero	Sra. Uka	4 min
Noticias de la directora	Sra. Uka	5 min
Aprobación del Plan Escolar de Logro Estudiantil (SPSA)	Sra. Uka	30m
Actualizaciones de Escuelas Comunitarias	Jessica Lopez	5 min
Foro Abierto/Preguntas	Todos	5 min

***Archivos adjuntos disponibles en la oficina.**

WASHINGTON ELEMENTARY STEM MAGNET

Reyna Uka, Principal

1520 North Raymond Avenue
Pasadena, CA 91103
Tele: 626.396.5840
washington.pasadenausd.org

Mary Roper, Chair
Leira Ruperto, Secretary

School Site Council Meeting
May 19, 2026

Members:
Reyna Uka - Principal, Mary Roper - Chair, Leira Ruperto - Secretary, Katherine Mickelson - Teacher, Amy Gonzalez- Parent, Jessica Lopez

Other attendees: Shima Talaei, Janice Sandberg, Dr Sidney Minckler, Alex Arroyo, Mode Burgos

Welcome: 2:38 PM

Meeting NORMS:
- Be prepared and engaged
- Honor all voices; invite different perspectives
- Disagree at the table be united at the hall
- What's learned here, leaves here.

Approval of minutes: April 21, 2026
- First Motion: Mary Roper
- Second Motion: Jessica Lopez
- All in favor: Yes

Principal's Update & Community School Update: Reyna Uka
- Spring program is this thursday 5/23/2026
  - Parents are welcomed at 1:15 pm
- Next Monday there's no school because of Memorial day.
- Wednesday 5/27/26 is the kinder promotion at 1:15 pm
- 5/28/26 is the last monthly food distribution.
  - LA food bank is partnering with amazon and they will be dropping off the boxes at home during the summer.
- The last PTA meeting is Thursday 5/28/26 at 6:30 pm virtually.
- Last week of school

    - June 2nd awards assembly 1st - 4th
- 5th grade promotion
    - June 3rd 2026 at 10 am
    - Check in at washington not EOB
- The last day of school is June 4th 2026.
    - 5th grade dance is also the same day from 10am - 12 pm
- A school consolidation committee was created at the beginning of the school.
    - It was decided that none of the scenarios were ok with them.

SPSA Approval - Mrs Uka

- Motion to approve the SPSA Goals
    - First Motion: Katherine Mickleson
    - Second Motion: Leira Ruperto
    - All in favor: Yes
    - Not in favor: none

Community Schools update: Jessica Lopez

- Some parents asked about summer programs
- Most camps are full
- Washington parks and recks and La Pintoresca still have openings.

Open Forum/Questions -

- nothing

Meeting Adjourned at 3:16 pm

WASHINGTON ELEMENTARY STEM MAGNET

Reyna Uka, Principal

1520 North Raymond Avenue
Pasadena, CA 91103
Tele: 626.396.5840
washington.pasadenausd.org

Mary Roper, Chair
Leira Ruperto, Secretary

School Site Council Meeting
Mayo 19, 2026

Miembros:
Reyna Uka - Directora, Mary Roper - Presidenta, Leira Ruperto - Secretaria, Katherine Mickelson - Maestra, Amy Gonzalez - Madre/Padre Jessica Lopez

Otros asistentes: Shima Talaei, Janice Sandberg, Dr. Sidney Minckler, Mode Burgos, Alex Arroyo

Bienvenida: 2:38 p. m.

Normas de la reunión:
- Venga preparado y participe activamente
- Valore todas las voces; invite a diferentes perspectivas
- Discrepe en la mesa, manténgase unido en el pasillo
- Lo que se aprende aquí, se queda aquí.

Aprobación del acta: 21 de abril de 2026
- Primera moción: Mary Roper
- Segunda moción: Jessica Lopez
- Todos a favor: Sí

Informe de la Directora y de la Escuela Comunitaria: Reyna Uka
- El programa de primavera se llevará a cabo este jueves, 23/05/2026.
- Se invita a los padres a asistir a la 1:15 p. m.
- El próximo lunes no habrá clases debido al Día de los Caídos (Memorial Day).
- El miércoles 27/05/26 tendrá lugar la ceremonia de promoción de kínder a la 1:15 p. m.
- El 28/05/26 se realizará la última distribución mensual de alimentos.
- El Banco de Alimentos de Los Ángeles se ha asociado con Amazon para realizar la entrega de las cajas de alimentos a domicilio durante el verano.
- La última reunión de la PTA será el jueves 28/05/26 a las 6:30 p. m. (de forma virtual).

- Última semana de clases
- 2 de junio: Asamblea de entrega de premios (grados 1.º a 4.º)
- Ceremonia de promoción de 5.º grado
- 3 de junio de 2026, a las 10:00 a. m.
- La entrada y registro se realiza en la escuela Washington, no en EOB.
- El último día de clases es el 4 de junio de 2026.
- El baile de 5.º grado se celebrará también ese mismo día, de 10:00 a. m. a 12:00 p. m.
- A principios del año escolar se creó un comité para la consolidación de escuelas.
- Se determinó que ninguna de las opciones o escenarios propuestos resultaba aceptable para dicho comité.

Aprobación del SPSA - Sra. Uka

- Propuesta para aprobar los objetivos del SPSA
- Primera propuesta: Katherine Mickleson
- Segunda propuesta: Leira Ruperto
- Todos a favor: Sí
- En contra: Ninguno

Actualización sobre las Escuelas Comunitarias: Jessica Lopez

- Algunos padres preguntaron sobre los programas de verano.
- La mayoría de los campamentos están completos.
- Washington Parks and Recs y La Pintoresca aún tienen cupos disponibles.

Foro abierto / Preguntas -

Ninguna

Se levanta la sesión a las 3:16 p. m.

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 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. 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;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 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	$2,405,280	7,447	$322.99	345	$111,431.55