

School Year: **2019-20**

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 Union High School	1076778 1038306	February 2019	August 2019

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, student, and parent surveys were distributed and used to collect data to address the eight state priorities. Results of all surveys are reported in the Local Control Accountability Plan.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct classroom walk throughs on a daily basis in order to monitor instruction and improve achievement. Areas of strength include effective use of instructional minutes, teaching to the objective, checking for understanding, and the use of engagement strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff and administration analyze state and local assessments, including SBAC, ELPAC, local common formative and summative assessments, to modify instruction in an effort to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meet on a regularly scheduled Professional Learning Community time (Late Start Wednesdays), as well as in departments and literacy teams to collaborate, discuss student work and assessments results, plan lessons, compare strategies, determine student need, and modify instruction. Disaggregated student achievement data at the classroom, site, and district levels is available in Illuminate. Teachers submit Data Analysis sheets twice a month to administration and Data Chats are conducted twice a year, all in an effort to formally evaluate student performance and develop plans for improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers meet the ESEA requirements highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are highly qualified and have access to professional development in order to properly use SBE adopted or open source instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have access to professional development provided by the district that is aligned to the district goals of full implementation of common core, writing, and technology. The district also approves attendance at conferences and in-services that support district goals.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

WUSD provides support to teachers through site instructional leaders, district curriculum directors, as well as Academic Coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

WUSD provides time for grade level and department collaboration each Wednesday August through May.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All sites currently meet Williams compliance for curriculum and instructional materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All sites currently meet or exceed the required instructional minutes in English language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level and department groups establish curriculum maps and pacing schedules in order to cover grade level standards. Schedules allow for time for in-class universal access, as well as intervention courses and tutoring.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all English language arts, mathematics, English language development, science and social science classes.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools use SBE adopted and open sources instructional materials and intervention materials in order for students to master grade level standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ELA and mathematics for under-performing students is extended into a year-long instructional program. To improve student achievement, additional training has been provided in mathematics, including training on how to use newly adopted Eureka Math materials. A consultant has been hired to help entire teaching staff with the development and implementation of well designed research based lessons and delivery techniques. District curriculum directors have facilitated sessions with K-12 teachers where priority standards have been identified in ELA and math. Computer support programs and intervention materials are available for use in the classroom and during the After School Program.

Evidence-based educational practices to raise student achievement

Teachers receive training in and use research based instructional practices in order to raise student achievement: effective use of instructional materials, teaching to an objective, engagement strategies, questioning strategies, 4Cs, check for understanding techniques, DOK levels, etc.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School and district resources provide specific interventions and after-school tutorials in the areas of ELA, math, science, social science, etc. School and district resources are course specific interventions and after-school tutorials. Parent Education courses have been offered through Migrant Education and Fresno County Office of Education Parent Engagement Program. English acquisition courses are offered to non English speaking parents utilizing the WUSD Adult Education Program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

District, parent, and community stakeholders are encouraged and have opportunities to be involved in their child's education as well as provide input to district decision making through parent-teachers groups, Academy Parent Nights, School Site Council, Migrant, ELAC, DELAC, LCAP advisory groups, and boosters.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support under performing students through the use of intervention teachers, instructional assistants, intervention specialists, intervention support materials, and technology.

Fiscal support (EPC)

The District allocates general and categorical funds in order to provide resources to improve student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Washington Union High School has a strong School Site Council. The SPSA is discussed and reviewed at a scheduled School Site Council meeting. At this meeting, feedback is provided by all stakeholders involved. In addition, the SPSA is also discussed and reviewed with our ELAC committee to ensure they have an opportunity to provide feedback as well. Once both organizations have had an opportunity to provide feedback, the school principal begins to write the SPSA. Once written, the SPSA is then taken back to both the School Site Council and ELAC committees for any further revisions. Once final revisions have been made the SPSA is presented for approval.

February 2019: SSC Approval

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	3.8%	3.5%	.28%%	39	36	3
African American	5.8%	5.5%	4.87%%	60	57	53
Asian	9.7%	9.2%	7.71%%	100	95	84
Filipino	0.1%	%	0%%	1		
Hispanic/Latino	70.8%	69.4%	79.52%%	731	715	866
Pacific Islander	%	%	.18%%			2
White	8.7%	10.4%	6.61%%	90	107	72
Multiple/No Response	%	1.9%	.83%%		20	9
Total Enrollment				1,032	1,031	1,089

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	293	296	293
Grade 10	254	284	299
Grade 11	248	224	257
Grade 12	237	227	240
Total Enrollment	1,032	1,031	1,089

Conclusions based on this data:

1. Washington Union High School enrollment is up by 58 students which has an impact on class sizes and implications for the master schedule.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	202	173	216	20%	17.5%	21%
Fluent English Proficient (FEP)	367	375	366	37%	38%	35%
Reclassified Fluent English Proficient (RFEP)	400	423	431	40%	43%	42%

Conclusions based on this data:

1. Washington Union High School over the course of three years is very consistent in the numbers of EL, EO, & RFEP students.
2. Consistently, approximately 20% or 200 students are identified as EL learners and therefore a continued focus/emphasis needs to be placed in professional development to ensure best practices are in place for our EL learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	233	218	241	228	213	240	228	213	240	97	97.7	99.6
All Grades	233	218	241	228	213	240	228	213	240	97	97.7	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2573.	2595.	2590.	14	19.72	15.00	36	39.44	41.67	29	25.35	29.17	21	15.49	14.17
All Grades	N/A	N/A	N/A	14	19.72	15.00	36	39.44	41.67	29	25.35	29.17	21	15.49	14.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	24.41	22.08	56	55.87	58.33	28	19.72	19.58
All Grades	16	24.41	22.08	56	55.87	58.33	28	19.72	19.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	28.64	20.83	54	53.52	60.42	24	17.84	18.75
All Grades	21	28.64	20.83	54	53.52	60.42	24	17.84	18.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	16.90	17.50	67	69.01	67.92	23	14.08	14.58
All Grades	11	16.90	17.50	67	69.01	67.92	23	14.08	14.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	34	34.74	32.92	52	49.77	54.17	14	15.49	12.92
All Grades	34	34.74	32.92	52	49.77	54.17	14	15.49	12.92

Conclusions based on this data:

1. Overall students at WUHS have improved their ELA SBAC scores for the past three years in standards exceeded and standards met.
2. Our lowest assessment scores is in Literacy; demonstrate effective communication skills. This particularly is in the Listening standards. Washington Union High School has put together a team of eight teachers from across disciplines. The focus of this team is literacy and during the 2018-19 school year we focused on Listening as one of the areas for improvement. This will continue into the 2019-20 school year. In addition, our reading scores are also very high in the below or near standard. This will also be a focus for the high school.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	233	218	241	227	215	240	227	215	240	96.6	98.6	99.6
All Grades	233	218	241	227	215	240	227	215	240	96.6	98.6	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2525.	2525.	2515.	1	4.19	2.08	13	15.81	11.25	31	23.26	27.50	54	56.74	59.17
All Grades	N/A	N/A	N/A	1	4.19	2.08	13	15.81	11.25	31	23.26	27.50	54	56.74	59.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	7.91	5.00	36	27.44	22.08	59	64.65	72.92
All Grades	5	7.91	5.00	36	27.44	22.08	59	64.65	72.92

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	8.37	5.42	49	42.33	40.83	46	49.30	53.75
All Grades	5	8.37	5.42	49	42.33	40.83	46	49.30	53.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	8.37	4.58	66	56.28	55.00	30	35.35	40.42
All Grades	4	8.37	4.58	66	56.28	55.00	30	35.35	40.42

Conclusions based on this data:

- Overall, our math SBAC assessment scores have improved over the past three years. Although small incremental improvements have occurred more supports are required for our students to be successful.
- Concepts and procedures remains our lowest area in the SBAC assessment.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1554.0	1546.7	1560.7	86
Grade 10	1574.1	1569.3	1578.5	47
Grade 11	1544.9	1514.6	1574.8	50
Grade 12	1572.8	1576.1	1569.0	35
All Grades				218

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	29	33.72	29	33.72	16	18.60	12	13.95	86
Grade 10	18	38.30	18	38.30	*	*	*	*	47
Grade 11	*	*	26	52.00	13	26.00	*	*	50
Grade 12	12	34.29	14	40.00	*	*	*	*	35
All Grades	66	30.28	87	39.91	42	19.27	23	10.55	218

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	44	51.16	19	22.09	17	19.77	*	*	86
Grade 10	28	59.57	11	23.40	*	*	*	*	47
Grade 11	14	28.00	27	54.00	*	*	*	*	50
Grade 12	20	57.14	*	*	*	*	*	*	35
All Grades	106	48.62	67	30.73	30	13.76	15	6.88	218

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	38	44.19	16	18.60	22	25.58	86
Grade 10	*	*	24	51.06	*	*	*	*	47
Grade 11	*	*	12	24.00	19	38.00	*	*	50
Grade 12	*	*	*	*	12	34.29	*	*	35
All Grades	35	16.06	82	37.61	53	24.31	48	22.02	218

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	46	53.49	28	32.56	12	13.95	86
Grade 10	24	51.06	20	42.55	*	*	47
Grade 11	19	38.00	28	56.00	*	*	50
Grade 12	15	42.86	15	42.86	*	*	35
All Grades	104	47.71	91	41.74	23	10.55	218

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	50	58.14	29	33.72	*	*	86
Grade 10	31	65.96	14	29.79	*	*	47
Grade 11	17	34.00	27	54.00	*	*	50
Grade 12	26	74.29	*	*	*	*	35
All Grades	124	56.88	77	35.32	17	7.80	218

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	12.79	41	47.67	34	39.53	86
Grade 10	11	23.40	25	53.19	11	23.40	47
Grade 11	*	*	26	52.00	17	34.00	50
Grade 12	*	*	17	48.57	13	37.14	35
All Grades	34	15.60	109	50.00	75	34.40	218

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	22	25.58	57	66.28	*	*	86
Grade 10	14	29.79	30	63.83	*	*	47
Grade 11	20	40.00	27	54.00	*	*	50
Grade 12	13	37.14	20	57.14	*	*	35
All Grades	69	31.65	134	61.47	15	6.88	218

Conclusions based on this data:

1. Washington Union EL students perform the highest in the speaking domain. Overall grade levels, 56.88% of our students are "Well Developed" speakers. We will continue our push for literacy across all content areas to improve student achievement.

2. Our EL students continue to perform lowest in the "Reading Domain" which deals with reading comprehension. Of the 218 students tested, 75 scored a beginning reader score which is 34% of our EL students.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,057	86.8%	25.8%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	273	25.8%
Foster Youth	6	0.6%
Homeless	31	2.9%
Socioeconomically Disadvantaged	918	86.8%
Students with Disabilities	91	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	6.0%
American Indian	10	0.9%
Asian	87	8.2%
Filipino	1	0.1%
Hispanic	822	77.8%
Two or More Races	5	0.5%
White	62	5.9%

Conclusions based on this data:

1. Washington Union High School has an 86.8% socioeconomically disadvantaged student population. In addition, 25.8% of our population are EL learners. In knowing this, it is imperative the we construct a comprehensive Multi-tiered system of support to ensure we are intervening with students who are in need of some academic or social/emotional support.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. Washington Union High School has a significant amount of work to do to ensure we are meeting state expectations. Specifically, we have continuously struggled over the years to improve our math scores. We are in the third year of implementing a new curriculum. We also have hired a district level coach to assist the math department with best practices.
2. Our College/Career indicator improved 17% points and we look for this to continue to improve with adjustments to the overall program.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 11.6 points above standard Maintained -1.1 points 231 students	<p>English Learners</p>  Yellow 31 points below standard Increased 21.9 points 82 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Socioeconomically Disadvantaged</p>  Yellow 6.3 points above standard Declined -4 points 210 students	<p>Students with Disabilities</p>  No Performance Color 86 points below standard Increased 30.7 points 24 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 55.4 points above standard Declined -5.2 points 17 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.5 points above standard Maintained -1.6 points 189 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 56.5 points above standard Declined -15 points 15 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.2 points below standard Maintained 0 points 48 students	32.7 points above standard Increased 7.7 points 34 students	27.8 points above standard Increased 7.5 points 78 students

Conclusions based on this data:

1. Washington Union High School continues to perform in the yellow category. This performance is adequate but we will be making goals to improve to the green category.

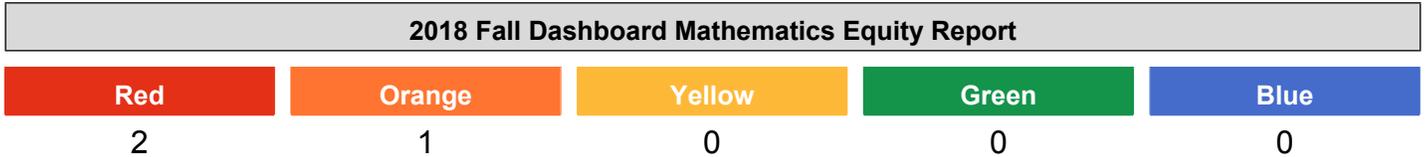
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 109.1 points below standard Declined -7.3 points 231 students	<p>English Learners</p>  Red 150 points below standard Maintained -0.4 points 82 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Socioeconomically Disadvantaged</p>  Orange 112.3 points below standard Declined -10.2 points 210 students	<p>Students with Disabilities</p>  No Performance Color 185.3 points below standard Increased 51.5 points 24 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 64.1 points below standard Declined -65.5 points 17 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.8 points below standard Declined -10.8 points 189 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 38.8 points below standard Increased 13.2 points 15 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
180.4 points below standard Declined -21 points 48 students	107.2 points below standard Increased 9.8 points 34 students	100.8 points below standard Maintained -1.6 points 78 students

Conclusions based on this data:

- Washington Union High School historically has performed low in math. We are in our third year of implementing a new curriculum. The district has also hired a math coach to continue our work on improving math scores.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
218	30.3%	39.9%	19.3%	10.6%

Conclusions based on this data:

1. 69.9% of Washington Union's EL population are moderately or well developed in their progress towards proficiency of the English language.

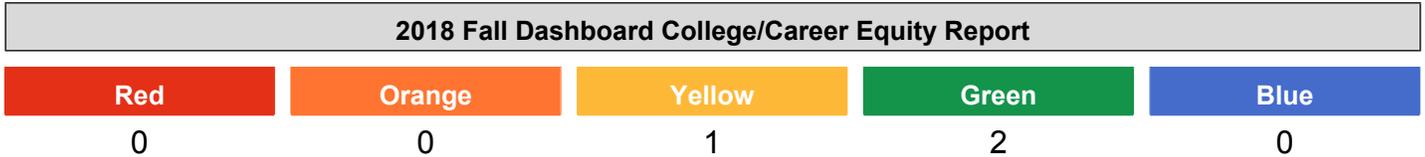
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Green 47.5% prepared Increased 17.5% 219 students	<p>English Learners</p>  Yellow 25% prepared Increased 8.6% 56 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Green 46% prepared Increased 16.8% 200 students	<p>Students with Disabilities</p>  No Performance Color 20% prepared Increased 8.2% 15 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 42.9% prepared Increased 26.2% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 70.6% prepared Increased 37.3% 17 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 49.1% prepared Increased 19.8% 161 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 31.3% prepared Declined -9.7% 16 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
29.7% Prepared	30 Prepared	47.5 Prepared
28.9% Approaching Prepared	33.2 Approaching Prepared	23.3 Approaching Prepared
41.4% Not Prepared	36.8 Not Prepared	29.2 Not Prepared

Conclusions based on this data:

- Washington Union High School increased 17.5% in the prepared category. We are continuing to implement multiple career pathways and look forward to increasing in years to come.

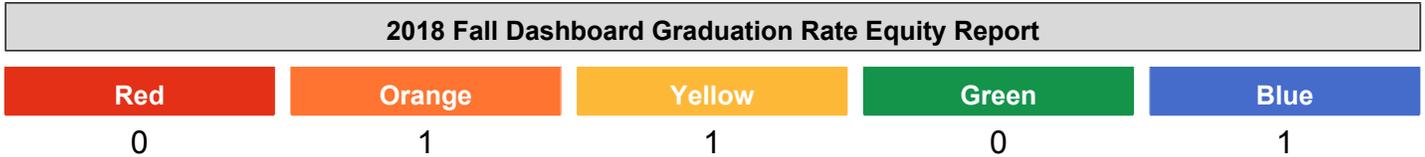
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Yellow 92.7% graduated Declined -4.1% 219 students	<p>English Learners</p>  Orange 89.3% graduated Declined -7.1% 56 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Yellow 93.5% graduated Declined -3.2% 200 students	<p>Students with Disabilities</p>  No Performance Color 86.7% graduated Increased +4.3% 15 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 85.7% graduated Declined -6% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 88.2% graduated Declined -4.4% 17 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.9% graduated Maintained -0.6% 161 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 68.8% graduated Declined -31.3% 16 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
96.8% graduated	92.7% graduated

Conclusions based on this data:

- Washington Union High School has a 94% overall graduation rate. All subgroups increased or increased significantly with White as the only exception. Students with Disabilities will be a focus area for us. Students with Disabilities are our lowest performing subgroup.

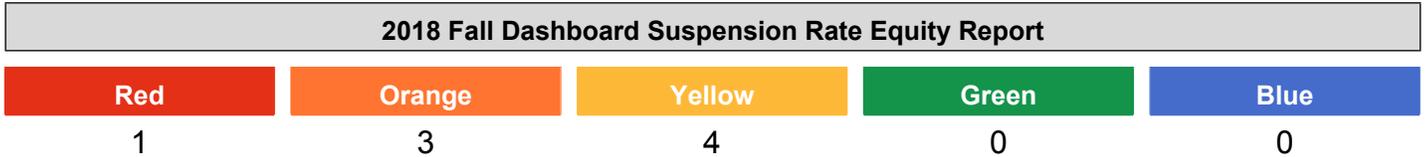
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 7.1% suspended at least once Declined -0.7% 1116 students	<p>English Learners</p>  Yellow 7.7% suspended at least once Declined -1.5% 248 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 students
<p>Homeless</p>  Red 20% suspended at least once Increased 16.9% 35 students	<p>Socioeconomically Disadvantaged</p>  Yellow 7.5% suspended at least once Declined -0.7% 969 students	<p>Students with Disabilities</p>  Orange 11.7% suspended at least once Declined -11.5% 94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.7% suspended at least once Declined -7.9% 72 students	 No Performance Color Less than 11 Students - Data 10 students	 Yellow 2.1% suspended at least once Maintained -0.1% 96 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7% suspended at least once Declined -0.4% 862 students	 No Performance Color 8.3% suspended at least once Declined -7.1% 12 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 3.2% suspended at least once Increased 1.8% 63 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.4% suspended at least once	7.8% suspended at least once	7.1% suspended at least once

Conclusions based on this data:

1. Overall, Washington Union High suspension rate needs to come down. However, our rate did decline .7%.
2. On a positive note, English Learners and students with disabilities both declined for specific subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal # 3: The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

Goal 1

All math teachers will implement & teach utilizing Eureka Math Curriculum in the following courses: Algebra 1, Geometry, & Algebra 2. In addition, teachers will receive continued training on Eureka math from on-site academic coach. All teachers will have regular training in the area of literacy from our site based Literacy Team which is comprised of eight teachers from a variety of disciplines. New ELA teachers on site will receive support from our district academic coach. Lastly, we will continue the efforts of social science teachers with Teachers Curriculum Institute (TCI) in their classrooms.

Identified Need

Incorporation of a standard curriculum in all math courses and and support in ELA and Social Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balance Summative Assessment	Meet Standard 11.25%	Increase meets standard by 5% to 16.25%

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 in one of the above math courses

Strategy/Activity

Alignment to Standards

1. Site administrators (daily) will visit classrooms and maintain observation data using the district walk through form to verify that standards aligned quality instruction is taking place to address the needs of all learners, including English learners and students with disabilities. Furthermore, through the walk-through process, site administrators will also look for and verify the implementation of Eureka Math in Algebra 1, Geometry, & Algebra 2.

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)

178,304

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
Admin oversight

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

District level academic coaches will continue to support the math department with the implementation of Eureka Math Curriculum, as well as in English Language Arts, instructional strategies, and lesson design.

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)

229,322

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in Geography, World History, U.S. History

Strategy/Activity

Complete the curriculum adoption process with the use of the District Adoption Protocol and pilot a variety of lessons/units in three different sources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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 implementation has been effective. Eureka math has been implemented through Algebra II. Administrative walk-throughs have identified a continual need to implement Eureka math with fidelity.

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

There were no major differences to report.

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.

Through this analysis we have identified that full implementation of the new curriculum is not complete. We will continue with our goal and ensure additional professional development is provided in the area of Eureka math. Furthermore, we will continue administrative walk-throughs and data cycles to ensure the new curriculum is implemented fully in grades 9-11.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: The Washington Unified School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Goal 2

Washington Union High School will highlight the achievements of students through regular newsletters, on-campus displays, flyers, signs, Facebook, and phone dialers. WUHS will also post information and updates online and through our website which will populate in the district app. At school events, administration will invite and encourage parents to get involved in any way possible on campus.

Identified Need

Increase communication in a variety of formats.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries communication, social media, mailers, & parent sign-in sheets	2017-18 school year data	Increase communication and parent involvement by 10% as measured in parent sign-in sheets at the different events on campus.

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 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Plan parent meetings to seek parent participation. Ensure routine social media posts are going out to the community. Provide refreshments at parent events and meetings.

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)

3469

Title I
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide EAGLE and Software and Blackboard connect as a means to communicate with parents about grades, events, activities, and announcements.

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)

3,794

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal two has been very successful. We have held multiple parent meetings throughout the school year on a variety of topics. The increase in social media posts in different formats has helped spread the word about all the ongoings at WUHS. In addition we have replaced our marquee in front of the school that runs all the different events for the community. District newsletters also have been consistent throughout the school year.

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

There are no major differences to report.

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.

Since this has been an effective goal, we will continue to implement these activities to ensure our parent and community involvement is a top priority.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3 : The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

Goal 3

Washington Union High School ELA scores will improve by 3% by the end of the 2019-20 school year to exceed 60% meets or exceeds standard; b.Math scores will improve by 3% on the SBAC for the 2019-20 school year to 23% meets or exceeds standard; and lastly, increase our EL reclassification rate at and have a +10% in our change status as reported on the California School Dashboard.

Identified Need

Increase in SBAC and EL reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC scores Math SBAC scores EL Reclassification Rate	2017-18 scores	Increase 3% points on ELA SBAC exam to reach 60% meet or exceed standards Increase 3% points on Math SBAC exam to reach 23% meets or exceeds standards

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 enrolled in Algebra 2

Strategy/Activity

Analyze data on a routine basis in the math department to understand the indicators of the SBAC exam. Analyze common formative assessments, district benchmarks, and state level IABs.

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

Analyze data on a routine basis in the English department to understand the indicators of the SBAC exam. Analyze common formative assessments, district benchmarks, and state level IABs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Newsela Supplemental Curriculum Software to promote the English Language Arts foundational skills such as reading and writing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,752

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Advanced Placement Students

Strategy/Activity

Increase the % of students scoring a 3 or higher on Advanced Placement Exams.

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)

4,016

Source(s)

LCFF - Supplemental

1000's- Certificated Personnel, 4000's- Books and Supplies, 5000's- Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2018-19

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 Math Department completed two data cycles for the 2018-19 school year. The team analyzed common assessments that were implemented this school year. In addition, the Math Department completed district benchmarks and SBAC created IABs. The ELA Department also conducted two data cycles, implemented district benchmarks, gave SBAC created IABS, and analyzed common writing prompts. Overall implementation was a success. At the writing of this analysis, SBAC scores have not been received.

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

There are no major differences to report.

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.

For the 2019-20 school year, WUHS we implement the same assessment calendar and data analysis cycles. Based on our SBAC scores, when received, WUHS will conduct a complete analysis to ensure best practices are in place for student achievement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

Goal 4

Washington Union High School will provide systematic intervention by the use of technology, AVID, and summer school sessions to ensure students in all subgroups have access to supports and remediation if necessary during the 2019-20 school year.

Identified Need

Intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress and semester grades	2017-18 semester grades	2018-19 semester grades and progress reports

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)

Tier 1 & Tier 2 intervention students

Strategy/Activity

Intervention specialists will routinely monitor grades of all students. When identified, Intervention Specialists will call in students to discuss their progress. In addition, Intervention Specialists will place students on Study Zone contracts when appropriate.

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)
226,484	Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All AVID students

Strategy/Activity

Provide AVID program to increase student achievement. AVID Teachers and the AVID Coordinator will routinely monitor student grades, place on contract when appropriate and call home to discuss student progress with parents/guardian. Activities and expenditures will include:

- AVID Coordinator to plan and implement AVID
- AVID Instructors to facilitate AVID curriculum
- Materials and Supplies for AID students
- Professional Development for AVID teachers (AVID training)
- AVID Field Trips

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)

157,905

Source(s)

Title I

Instruction- 1000, Dues, Field Trips- 5000

6,613

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Materials, Supplies, Technology

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)

82,915

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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.

Intervention is an ongoing process that will be a major element of each and every school year. Intervention Specialists have implemented new processes and procedures to ensure all students receiving a letter grade "F" will be met with to determine the best course for intervention. Students may be placed on a contract for after school tutorials, students may be referred for academic or social/emotional counseling if needed, or routinely checked in with for additional support. All AVID/Pass courses also have routine monitoring systems in place to support all students in the program. Lastly, WUHS offers a robust summer session so students can have access to course work that needs to be made up. Overall effectiveness will be measured at the close of the semester by comparing grades, interventions provided, and analyzing best practices.

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

There are no major differences to report.

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.

Under the Multi-tiered System of Support (MTSS) Washington Union High School will hold progress grade meetings with all Intervention Specialists each semester. Furthermore, Administrative staff will teach mini lessons on the topics of physical altercations and illicit drugs. Lastly, site administration will also carry a caseload of students that have displayed signs of needing support to work more proactively with our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP goal 3: The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

Goal 5

Washington Union High School will ensure all students have access to their Guidance Learning Specialist (GLS) and will complete the counseling (PREP) Form once per school year. In addition, our referral system, to on-site counseling, will be understood by all of our GLS personnel.

Identified Need

Academic and Social/Emotional counseling services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PREP Form	number of students per grade level	100% of students will have a completed PREP Form

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All counselors will invite parents to the PREP meeting. Once parents are invited a meeting will take place to ensure students understand their on track for graduation status and the courses they will complete for the following school year.

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)
491,426	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students whom are referred for psychiatric services

Strategy/Activity

On-site Psychologist will give presentations to all staff to ensure the referral process is transparent and so everyone can understand the services provided.

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)

28,894

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2018-19

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 implementation was a success. All students were met with and a PREP was completed. Parents were also invited to the academic counseling session. Students were able to identify the course of study and master schedule was then based on course requests. Furthermore, through the analysis of our on-site counseling service, additional resources were identified and therefore nineteen hours of additional services were added for the 2019-20 school year.

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

There were no major differences to report.

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.

This goal will not change for the 2019-20 school year.

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	\$671,137
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,428,894.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$649,868.00

Subtotal of additional federal funds included for this school: \$649,868.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$178,304.00
LCFF - Supplemental	\$600,722.00

Subtotal of state or local funds included for this school: \$779,026.00

Total of federal, state, and/or local funds for this school: \$1,428,894.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Aguilar	Parent or Community Member
Priscilla Herrera	Parent or Community Member
Stephanie Morris	Parent or Community Member
Mariah Casas	Secondary Student
Marcella Medina	Secondary Student
Ryan Dull	Secondary Student
Anissa Santellano	Secondary Student
Erin Webster	Classroom Teacher
Grace Robles	Classroom Teacher
John Sherron	Principal
Marvela Martinez	Other School Staff

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

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 February 25, 2019.

Attested:

Principal, Mr. John Sherron on 2/25/2019

SSC Chairperson, Mrs. Jennifer Aguilar on 2/25/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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