

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
American Union Elementary School	10 76778 6005748	May 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 collected data to address the eight state priorities. Results of all surveys were reported in the Local Control Accountability Plan. Positive Behavior Intervention & Support (PBIS) surveys were administered to assess school culture, safety and perceptions of our staff. Data was used to address areas of need.

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. Data shows that instruction is weakest in the area of promoting critical thinking and questioning strategies. Areas of strengths include effective use of instructional minutes, teaching to an objective 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)

State and local assessments, such as SBAC, ELPAC, and district benchmarks, formative assessments, curriculum embedded assessments, and teacher made tests are used to track student progress, modify instruction and target students for intervention.

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) to collaborate, discuss student work and assessments results, plan lessons, compare strategies, determine student need, and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified as defined by ESEA and have English Learner certification.

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 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 state standards, writing, and technology.

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, that include a Principal and Learning Director, as well as academic consultants in the areas of English Language Arts and Math. There is a focus on reading, writing, and math. New teachers are supported by Beginning Teacher Support and Assessment (BTSA) as well as internal supports for all new teachers to WUSD.

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, September through May. In addition, grade levels across the district (K–6) are creating Integrated Units of Study. All teachers from each grade level meet for three full days during the school year to create their units.

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. American Union is using Eureka Math as the adopted math curriculum K–8.

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

American Union currently meets or exceeds 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 levels 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 Response to Intervention and intervention courses and ELD support. All students that are not meeting standard at grade level materials have the opportunity for reading and math intervention.

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. At all primary grade levels, teachers provide small group instruction to provide additional support to students struggling in ELA or Math. Guided reading is also implemented in all classrooms K-3 to ensure that students progress in literacy skills. A Reading Intervention Teacher meets with students K-5 to support the reading development for all struggling readers. At the Middle School (6-8) there are separate blocks in the students schedule to provide ELA intervention. All teachers had the opportunity to participate in a week long summer training in Math, to support the adoption of Eureka Math. Middle school math teachers are working with a math consultant to support the first instruction of new math state standards. Students in grades 4-8 receive math intervention during the school day if they are not meeting standard. Writing is a major focus for all grade levels.

Evidence-based educational practices to raise student achievement

Teachers receive training in and use the following research based instructional practices in order to raise student achievement: effective use of instructional materials, teaching to an objective, engagement strategies, questioning strategies, 4Cs, DOK levels, etc. Teachers are actively implementing Kagan structures to ensure that all students are communicating, collaborating and actively participating in the instruction. Sentence frames and the expectation of students using complete sentences support all students, specifically English Learners.

Parental Engagement

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

American Union and the district provide specific interventions and after-school tutorials in the areas of reading, vocabulary, reading comprehension, math etc.

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, School Site Council, Migrant, ELAC, DELAC, Parent Club and LCAP advisory groups.

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

American Union developed the SPSA through an ongoing process.

- LCAP stakeholder meeting for ELAC and SSC committees at AUES on 2-20-19, included a review of programs in SPSA
- LCAP stakeholder meeting at AUES on 3-5-19, included a review of programs in SPSA
- ELAC meeting 5-9-19 met for review and approval of SPSA

- School Site Council meeting on 4-24-19 met for approval of SPSA

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	%	%	%			
African American	2.3%	1.5%	1.8%	7	5	6
Asian	4.2%	3.9%	3.6%	13	13	12
Filipino	%	%	%			
Hispanic/Latino	72.9%	73.9%	76.12%	226	244	255
Pacific Islander	%	%	%			
White	19.7%	19.7%	17.61%	61	65	59
Multiple/No Response	0.7%	0.6%	.9%	2	2	3
Total Enrollment				310	330	335

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	47	43	43
Grade 1	34	44	45
Grade 2	37	29	46
Grade3	40	40	30
Grade 4	30	40	42
Grade 5	41	30	41
Grade 6	21	44	28
Grade 7	37	24	44
Grade 8	23	36	21
Total Enrollment	310	330	335

Conclusions based on this data:

1. Enrollment has steadily increased over the past three years.
2. Student demographics are slowly shifting; however have remained consistent over the three year span.

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	112	129	123	37.1%	41%	36.7%
Fluent English Proficient (FEP)	8	8	4	2.6%	2.5%	1.2%
Reclassified Fluent English Proficient (RFEP)	38	24	45	12.6%	10%	13.4%

Conclusions based on this data:

1. The number of EL students served at American Union has increased over the years.
2. There was a large number of students reclassified over the past three years school year.

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 3	40	38	30	39	38	30	39	38	30	97.5	100	100
Grade 4	28	41	43	28	40	43	28	40	43	100	97.6	100
Grade 5	44	28	41	44	28	41	44	28	40	100	100	100
Grade 6	23	43	30	23	43	29	23	43	29	100	100	96.7
Grade 7	34	24	44	34	24	44	34	24	44	100	100	100
Grade 8	24	33	22	20	33	21	20	33	21	80	100	95.5
All Grades	193	207	210	188	206	208	188	206	207	94.4	99.5	99

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 3	2422.	2390.	2446.	15	5.26	36.67	23	15.79	16.67	44	39.47	26.67	18	39.47	20.00
Grade 4	2450.	2472.	2450.	21	17.50	18.60	18	35.00	13.95	29	30.00	25.58	32	17.50	41.86
Grade 5	2475.	2492.	2497.	9	14.29	12.50	30	32.14	42.50	27	21.43	17.50	34	32.14	27.50
Grade 6	2475.	2520.	2493.	0	13.95	3.45	26	30.23	31.03	30	34.88	24.14	43	20.93	41.38
Grade 7	2547.	2525.	2536.	12	8.33	9.09	38	25.00	27.27	29	41.67	43.18	21	25.00	20.45
Grade 8	2550.	2577.	2550.	10	12.12	4.76	40	42.42	38.10	30	30.30	28.57	20	15.15	28.57
All Grades	N/A	N/A	N/A	12	12.14	14.49	29	30.10	27.54	32	33.01	28.02	28	24.76	29.95

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 3	13	5.26	23.33	56	42.11	46.67	31	52.63	30.00
Grade 4	18	20.00	18.60	46	67.50	41.86	36	12.50	39.53
Grade 5	9	25.00	10.00	52	53.57	60.00	39	21.43	30.00
Grade 6	4	18.60	13.79	57	44.19	34.48	39	37.21	51.72
Grade 7	21	4.17	18.18	56	58.33	52.27	24	37.50	29.55
Grade 8	25	33.33	14.29	45	36.36	42.86	30	30.30	42.86
All Grades	14	17.96	16.43	53	50.00	47.34	33	32.04	36.23

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 3	13	7.89	36.67	59	50.00	46.67	28	42.11	16.67
Grade 4	25	15.00	18.60	46	57.50	55.81	29	27.50	25.58
Grade 5	16	21.43	25.00	45	53.57	52.50	39	25.00	22.50
Grade 6	0	23.26	17.24	43	48.84	55.17	57	27.91	27.59
Grade 7	18	20.83	25.00	65	58.33	45.45	18	20.83	29.55
Grade 8	35	18.18	19.05	40	66.67	57.14	25	15.15	23.81
All Grades	17	17.48	23.67	51	55.34	51.69	32	27.18	24.64

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 3	13	5.26	20.00	67	71.05	73.33	21	23.68	6.67
Grade 4	11	17.50	6.98	71	70.00	69.77	18	12.50	23.26
Grade 5	11	10.71	12.50	75	57.14	67.50	14	32.14	20.00
Grade 6	13	11.63	0.00	70	62.79	72.41	17	25.58	27.59
Grade 7	18	12.50	6.82	68	45.83	68.18	15	41.67	25.00
Grade 8	5	18.18	9.52	75	75.76	80.95	20	6.06	9.52
All Grades	12	12.62	9.18	71	65.05	71.01	17	22.33	19.81

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 3	23	18.42	50.00	62	52.63	30.00	15	28.95	20.00
Grade 4	18	20.00	16.28	57	62.50	51.16	25	17.50	32.56
Grade 5	27	21.43	20.00	52	50.00	57.50	20	28.57	22.50
Grade 6	13	25.58	13.79	57	48.84	62.07	30	25.58	24.14
Grade 7	15	20.83	20.45	71	54.17	63.64	15	25.00	15.91
Grade 8	5	30.30	14.29	75	60.61	61.90	20	9.09	23.81
All Grades	19	22.82	22.22	61	54.85	54.59	20	22.33	23.19

Conclusions based on this data:

1. Students performed the best in writing out of the all the domains for student meeting standard, which has been the area of focus for AU for the 2017-18 school year.
2. Majority of students are at or near standard in all four domains of ELA.
3. Reading continues to be the domain with the highest number of students not meeting standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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 3	40	39	30	39	39	30	39	39	30	97.5	100	100
Grade 4	28	41	43	28	40	43	28	40	43	100	97.6	100
Grade 5	45	28	41	44	28	41	44	28	40	97.8	100	100
Grade 6	24	44	30	23	44	29	23	44	29	95.8	100	96.7
Grade 7	36	24	44	34	24	44	34	24	44	94.4	100	100
Grade 8	25	33	22	20	33	21	20	33	21	80	97.1	95.5
All Grades	198	209	210	188	208	208	188	208	207	94.9	99	99

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 3	2414.	2408.	2461.	3	7.69	30.00	31	28.21	36.67	44	33.33	26.67	23	30.77	6.67
Grade 4	2452.	2476.	2462.	7	5.00	18.60	21	30.00	9.30	43	55.00	48.84	29	10.00	23.26
Grade 5	2455.	2501.	2497.	7	17.86	17.50	7	17.86	17.50	34	28.57	35.00	52	35.71	30.00
Grade 6	2461.	2487.	2474.	9	11.36	3.45	0	13.64	13.79	30	31.82	34.48	61	43.18	48.28
Grade 7	2519.	2505.	2529.	3	4.17	13.64	21	20.83	22.73	53	37.50	29.55	24	37.50	34.09
Grade 8	2515.	2546.	2537.	5	3.03	9.52	10	24.24	14.29	45	51.52	38.10	40	21.21	38.10
All Grades	N/A	N/A	N/A	5	8.17	15.94	16	22.60	18.84	41	39.90	35.75	37	29.33	29.47

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 3	10	20.51	36.67	54	46.15	53.33	36	33.33	10.00
Grade 4	11	20.00	25.58	46	57.50	27.91	43	22.50	46.51
Grade 5	11	17.86	25.00	32	50.00	40.00	57	32.14	35.00
Grade 6	9	13.64	6.90	17	31.82	27.59	74	54.55	65.52
Grade 7	6	8.33	22.73	59	45.83	27.27	35	45.83	50.00
Grade 8	5	12.12	19.05	35	66.67	33.33	60	21.21	47.62
All Grades	9	15.87	23.19	42	49.04	34.30	49	35.10	42.51

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 3	10	15.38	43.33	69	38.46	43.33	21	46.15	13.33
Grade 4	18	7.50	18.60	54	72.50	41.86	29	20.00	39.53
Grade 5	7	21.43	15.00	36	35.71	55.00	57	42.86	30.00
Grade 6	4	15.91	10.34	39	45.45	44.83	57	38.64	44.83
Grade 7	9	4.17	15.91	56	58.33	52.27	35	37.50	31.82
Grade 8	10	3.03	14.29	55	66.67	61.90	35	30.30	23.81
All Grades	10	11.54	19.32	52	52.88	49.28	39	35.58	31.40

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 3	13	17.95	33.33	64	56.41	63.33	23	25.64	3.33
Grade 4	18	12.50	13.95	50	72.50	41.86	32	15.00	44.19
Grade 5	7	25.00	10.00	36	35.71	45.00	57	39.29	45.00
Grade 6	4	9.09	6.90	52	54.55	41.38	43	36.36	51.72
Grade 7	9	8.33	13.64	74	58.33	65.91	18	33.33	20.45
Grade 8	5	6.06	4.76	70	66.67	71.43	25	27.27	23.81
All Grades	10	12.98	14.01	56	58.17	53.62	34	28.85	32.37

Conclusions based on this data:

1. Concepts and procedures had both the largest group of students that met standard, and that did not meet standard.
2. Majority students nearly met or met standard.
3. Sixth grade had a large decrease in academic scores, causing the overall school scores to only minimally increase.

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 K	1437.6	1448.6	1412.0	16
Grade 1	1486.8	1482.0	1490.9	22
Grade 2	1514.1	1500.6	1527.2	24
Grade 3	1526.6	1528.9	1524.1	11
Grade 4	1511.1	1505.0	1516.7	13
Grade 5	*	*	*	*
Grade 6	1526.5	1514.6	1537.7	11
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				120

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 K	*	*	*	*			*	*	16
Grade 1	13	59.09	*	*	*	*			22
Grade 2	16	66.67	*	*	*	*			24
Grade 3	*	*	*	*	*	*			11
Grade 4	*	*	*	*	*	*			13
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			11
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	54	45.00	43	35.83	21	17.50	*	*	120

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 K	11	68.75	*	*	*	*	*	*	16
Grade 1	15	68.18	*	*	*	*			22
Grade 2	15	62.50	*	*	*	*			24
Grade 3	*	*	*	*	*	*			11
Grade 4	*	*	*	*					13
Grade 5	*	*			*	*			*
Grade 6	*	*	*	*	*	*			11
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	67	55.83	43	35.83	*	*	*	*	120

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 K	*	*	*	*	*	*	*	*	16
Grade 1	11	50.00	*	*	*	*	*	*	22
Grade 2	11	45.83	*	*	*	*	*	*	24
Grade 3	*	*	*	*	*	*	*	*	11
Grade 4			*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	40	33.33	39	32.50	27	22.50	14	11.67	120

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 K	12	75.00	*	*	*	*	16
Grade 1	19	86.36	*	*			22
Grade 2	17	70.83	*	*	*	*	24
Grade 3	*	*	*	*			11
Grade 4	*	*	11	84.62			13
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	71	59.17	43	35.83	*	*	120

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 K	*	*	*	*	*	*	16
Grade 1	15	68.18	*	*			22
Grade 2	14	58.33	*	*			24
Grade 3	*	*	*	*			11
Grade 4	12	92.31	*	*			13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	77	64.17	42	35.00	*	*	120

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 K	*	*	*	*	*	*	16
Grade 1	15	68.18	*	*	*	*	22
Grade 2	12	50.00	*	*	*	*	24
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	11
Grade 7			*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	42	35.00	54	45.00	24	20.00	120

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 K	*	*	*	*	*	*	16
Grade 1	*	*	13	59.09			22
Grade 2	13	54.17	11	45.83			24
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	45	37.50	71	59.17	*	*	120

Conclusions based on this data:

1. This is the first full year of ELPAC data collected. American Union will continue to evaluate EL supports as further ELPAC data is collected.

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
341	77.1%	39.0%	0.3%
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	133	39.0%
Foster Youth	1	0.3%
Homeless	3	0.9%
Socioeconomically Disadvantaged	263	77.1%
Students with Disabilities	26	7.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.1%
Asian	14	4.1%
Hispanic	253	74.2%
White	64	18.8%






Conclusions based on this data:

1. There are a high number of SED students in our population.
2. Our Hispanic population continues to be our largest student group.
3. Our student population is comprised of only four of the groups identified.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. While suspension rates for American Union have risen to 4.1%, the increase over the past two years is due to single incidents on campus.
2. Students appear to progress simultaneously in ELD, ELA, and Math.

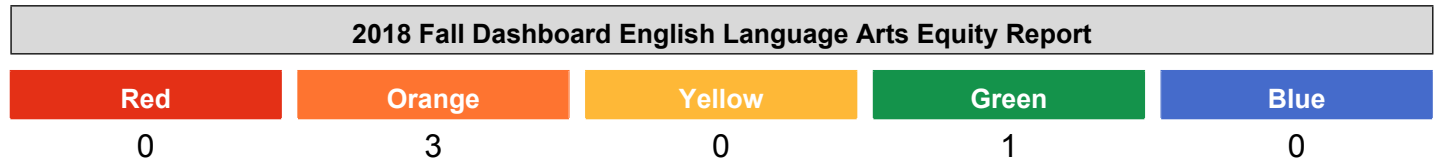
School and Student Performance Data

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				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange 14.2 points below standard Maintained -2 points 200 students	 Orange 39.2 points below standard Declined -6.1 points 94 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 20.8 points below standard Declined -4.2 points 154 students
		Students with Disabilities		
		 No Performance Color 57.8 points below standard Increased 13.8 points 22 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 24.3 points below standard Declined -8.4 points 148 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 16 points above standard Increased 8.6 points 40 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 68.2 points below standard Maintained -2.1 points 59 students	Reclassified English Learners 9.7 points above standard Declined -15.8 points 35 students	English Only 4.9 points above standard Maintained 2 points 97 students
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Conclusions based on this data:

1. There is a discrepancy between EL students and White students in their ELA progress.
2. ELs are a low performing subgroup on campus.

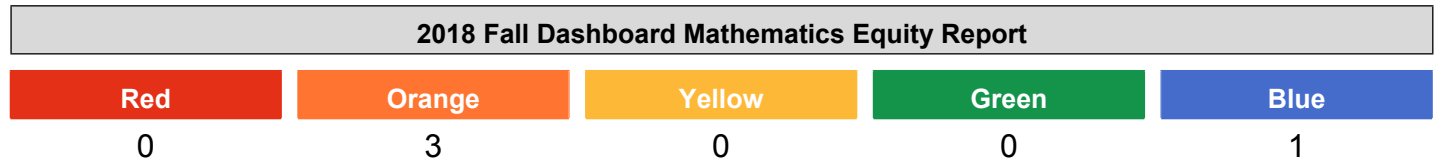
School and Student Performance Data

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		
All Students  Yellow 31.4 points below standard Increased 3.9 points 200 students	English Learners  Orange 60.6 points below standard Declined -11.9 points 94 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Orange 41.4 points below standard Maintained 0.4 points 154 students	Students with Disabilities  No Performance Color 72.7 points below standard Increased 5.7 points 22 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 41.9 points below standard Maintained -2.2 points 148 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 1.1 points above standard Increased 21.8 points 40 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 89.8 points below standard Declined -14.7 points 59 students	Reclassified English Learners 11.4 points below standard Declined -9.7 points 35 students	English Only 6.6 points below standard Increased 18.5 points 97 students
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Conclusions based on this data:

1. White students are outperforming other subgroups in mathematics.
2. All students increased in their 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
120	45%	35.8%	17.5%	1.7%

Conclusions based on this data:

1. The first ELPAC administration shows that 45%, almost half, of our EL students' language proficiency is well developed.

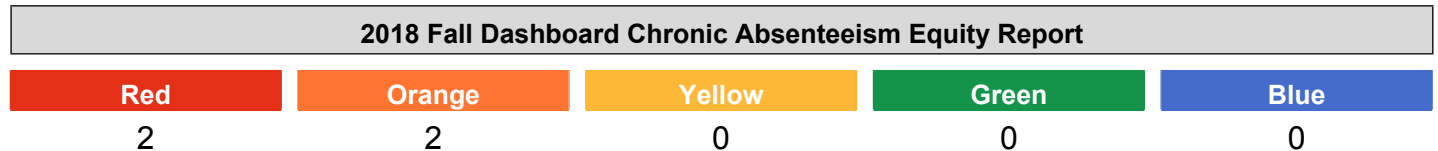
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 14% chronically absent Increased 5.2% 358 students	English Learners  Orange 11.8% chronically absent Increased 4.8% 127 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  Red 16% chronically absent Increased 5.7% 282 students	Students with Disabilities  No Performance Color 13.3% chronically absent Declined 1% 30 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color 21.4% chronically absent Increased 6% 14 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Red 12% chronically absent Increased 3.4% 266 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Orange 19.1% chronically absent Increased 9.9% 68 students

Conclusions based on this data:

1. Chronic Absenteeism is extremely high for SED students.
2. The Chronic Absenteeism rate for the school is above 14%, an increase from the prior year.

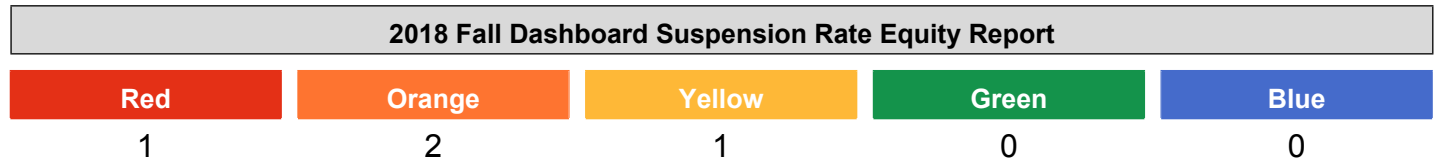
School and Student Performance Data

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		
All Students  Red 4.1% suspended at least once Increased 2.4% 365 students	English Learners  Yellow 2.3% suspended at least once Maintained -0.2% 130 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 2 students
Homeless  No Performance Color Less than 11 Students - Data Not 6 students	Socioeconomically Disadvantaged  Orange 4.2% suspended at least once Increased 1.9% 289 students	Students with Disabilities  No Performance Color 3.3% suspended at least once Increased 3.3% 30 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0% suspended at least once Declined -7.1% 14 students	Filipino  No Performance Color 0 Students
Hispanic  Red 3.7% suspended at least once Increased 2.1% 272 students	Two or More Races  No Performance Color Less than 11 Students - Data 3 students	Pacific Islander  No Performance Color 0 Students	White  Orange 4.3% suspended at least once Increased 2.8% 69 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	1.7% suspended at least once	4.1% suspended at least once

Conclusions based on this data:

1. Suspensions increased in 2017-18 from the previous year. Since the rate was extremely low, and the ADA is also small, single incidents made a drastic change in the data.

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

The Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience. (Goal 1)

Goal 1

American Union will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience. Therefore:

1. Teachers will receive professional development focusing on best first instruction throughout the school year to meet the academic needs of students as reported on the CA Dashboard.
2. All teachers will use a guiding curriculum that is directly aligned to the CCSS.
3. Students will have access to technology in classroom to support 21st century learning.
4. Administration, Teachers and support staff will participate in professional development and implement strategies that support students who have experienced trauma.

Identified Need

Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards aligned instructional materials and a safe and clean environment maximizes student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will receive professional development in quality instruction practices, including writing, guided reading, math, and trauma to ensure all students have access to their curriculum.	100% of teachers will have received trauma training offered by AU at the end of the 2018-19 school year.	100% of teachers will implement practices learned during trauma training offered by AU at the end of the 2019-20 school year.
Students in grades 3-8 will be one-to-one with technology devices; and K-2 will be one-to-two.	AU is 23 chromebooks short of being one-to-one in grade in 3-8, and are currently at a one-to-three ration in K-2.	Students in grades 3-8 will continue be one-to-one with technology devices; and K-2 will continue to be one-to two.
The number of classroom teachers that receive formal assistance and support from the academic coaches.	25% of teachers at American Union worked with an academic coach during the 2017-18 school year.	Designated teachers at American Union will work with an academic coach during the 2019-20 school year based on identified need.

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

Alignment to Standards

1. Site administrators 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.

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)

163,079

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
Principal

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

Staff Development

2. All teachers will receive professional development to reinforce research based strategies that provide access to learning including working with students with trauma.

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)

11,830

Source(s)

Title II Part A: Improving Teacher Quality
0001-0999: Unrestricted: Locally Defined
All teachers

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

Alignment to Standards

3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.

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)

20,853

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Core materials

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.

Academic Coaches will support teachers with:

Unpacking ELA/ELD and Math standards

Professional development on best first instruction

Planning, lesson designing, and pacing of curriculum

One-on-one coaching: complete cycle of design, deliver, debrief.

Math Mindset w/ Stanford University course was offered to all teachers of Math. Teachers participating:

Attended district collaboration meetings

Built lessons supporting a growth mindset

Deepen their conceptual knowledge of CCSS Math.

Materials and Supplies were provided to teachers to ensure high-quality instruction was possible in ELA/ELD, and Math.

Specific indicators of success/effectiveness:

ELA's distance from level 3 decreased by 5 points

Math's distance from level 3 decreased by 14 points.

Positive feedback on post-professional development surveys from teachers.

Teacher survey feedback to academic coaches after completing a coaching cycle.

Participation in Math Mindset tripled for American Union teachers in the second cohort.

All students and teachers have supplies.

Teacher retention.

Suspension rates decreased due to the implementation of restorative justice practices.

Specific indicators of lack of success/ effectiveness:

ELA and Math SBAC scores are still below the state average.

Limited on the number of teachers that have access to academic coaching.

Professional development offered through the Reach did not receive positive feedback from teachers.

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

Due to one of the district academic coaches leaving, AU did not receive the intended amount of professional development or support from an Academic Coach. Also, the school principal left in October, leaving the school one administrator short. While this had an impact on the implementation of the strategies, AU expects to be fully staffed in 2019-20.

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.

Coaches will lead particular curriculum teams on American Union Elementary (i.e. Writing Team, K-2 PLC, 6-8 Math PLC, and 6-8 ELA PLC) to ensure that the majority of teachers have access to the expertise of the academic coaches. Administration will incorporate more peer observations to enhance the professional development and implementation of curriculum.

More data analysis cycles to monitor student progress towards SBAC goals, and closing the gap for all 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

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)

Goal 2

American Union will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Identified Need

Opportunities for parents and our community to participate and communicate effectively need to continue to grow. Parents also need to be supported in their efforts to become informed and educated in order to be an active member of our community and promote educational success for their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement data for school events	95% of Parents will attend an event during the 2018-19 school year.	95% of Parents will attend an event during the 2018-19 school year.
Parent Education Opportunities	American Union will offer 7 workshops for parents during the 2018-19 school year.	American Union will continue to offer parent workshops through various outlets, including the WUSD Adult Education Program during the 2019-20 school year.
Parent Communication mode reports	American Union provides outreach to parents by means of weekly phone dialer and emails, monthly newsletter, flyers, and social media accounts; and will also use a digital portal for flyers sent home.	American Union will continue to provide outreach to parents by means of weekly phone dialer and emails, monthly newsletter, flyers, and social media accounts; and will also use a digital portal for flyers sent home.

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

Blackboard Connect: The WUSD App is used to note: Academic Achievements; Athletic achievements; School Meetings & Events; and Captured moments happening day in and out at American Union.

Eagle Software: This software enables the school to:

- Grant parent access to online grading portal
- Weekly phone dialers about upcoming school events
- Emails and text messages to parents announcing academic/athletic accomplishments and events
- Monthly newsletters

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)

1,218

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

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

Refreshments for Parent Meetings- In an effort to increase attendance, the school will provide refreshments for parents who attend school sponsored meetings and events.

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)

1,195

Source(s)

Title I
4000-4999: Books And Supplies

1,000

LCFF - Supplemental
4000-4999: Books And Supplies

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.

Blackboard Connect- The WUSD App is used to note:

Academic Achievements

Athletic achievements

School Meetings & Events

Captured moments happening day in and out at American Union

Eagle Software- This software enables the school to:

Grant parent access to online grading portal

Weekly phone dialers about upcoming school events

Emails and text messages to parents announcing academic/athletic accomplishments and events

Monthly newsletters

Specific indicators of success/effectiveness:

Weekly communications via phone, email, and text to every family in their primary language.

Community engagement on school Facebook page, highlighting student accomplishments

LCAP/ SPSA Parent feedback on site level communication

Monthly school newsletter

Specific indicators of lack of success/ effectiveness:

Number of families that are utilizing the WUSD App.

Not 100% of parents have participated in a school event on campus.

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 was not a major difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Provide information to parents about the different modes of communication at American Union, including the App, Facebook, and Weekly dialers.

Offer support to parents to teach them how to download the app at various parent workshops throughout the year.

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

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)

Goal 3

American Union Elementary will provide 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.

Identified Need

100% of our students do not currently meet or exceed their grade level standards in English Language Arts and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	ELA scores will improve by at least 5% to 50% meets or exceeds standard. Baseline Scores for 17-18 indicate that 42% of AU students met or achieved standard on the ELA SBAC.	ELA scores will improve by at least 5% to 47% meets or exceeds standard.
Math SBAC	Math scores will improve by 6% on the SBAC for the 2018-19 to 40% meets or exceeds standard. Baseline Scores for 17-18 indicate that 35% of AU students met or achieved standard on the Math SBAC.	Math scores will improve by 5% on the SBAC for the 2018-19 to 40% meets or exceeds standard.
ELPAC and reclassification rate	Increase reclassification rate by 50% in order to continue to decrease the number of LTELs.	Increase reclassification rate in order to continue to decrease the number of LTELs.
ELA SBAC: Writing Claim	The number of students that are above grade level in the	The number of students that are above grade level in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>writing claim on ELA SBAC will increase to 40%.</p> <p>Baseline 23.67% of students scored above standard in the writing claim on the ELA SBAC.</p>	writing claim on will increase by 4% to 28%.

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 3

Students to be Served by this Strategy/Activity

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

Students below grade level.

Strategy/Activity

Reading Intervention Teacher

- Provide reading intervention to students in grades K-3.
- Participate on Student Study Teams (SST) to offer expertise for academic differentiation.
- Supplemental Academic Online Programs to support student academic progress.

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)

118,630

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
All teachers

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

Renaissance Learning:

- Accelerated Reader (AR) provides a monitoring system to student reading levels.
- Supports student motivation to learning to read.
- Individualized for every student at their level.

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)
5772	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures All teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implementation of English 3-D for Designated ELD in grades 4-8.

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)
4292.44	Title III 4000-4999: Books And Supplies

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.

Academic Coaches will support teachers with:
Unpacking ELA/ELD and Math standards
Professional development on best first instruction
Planning, lesson designing, and pacing of curriculum
One-on-one coaching: complete cycle of design, deliver, debrief.

Math Mindset w/ Stanford University course was offered to all teachers of Math. Teachers participating:
Attended district collaboration meetings
Built lessons supporting a growth mindset
Deepen their conceptual knowledge of CCSS Math.

Reading Intervention Teacher

Provide reading intervention to students in grades K-3.

Participate on Student Study Teams (SST) to offer expertise for academic differentiation.

Supplemental Academic Online Programs to support student academic progress.

Renaissance Learning:

Accelerated Reader (AR) provides a monitoring system to student reading levels.

Supports student motivation to learning to read.

Individualized for every student at their level.

Specific indicators of success/effectiveness:

ELA's distance from level 3 decreased by 5 points

ELA SBAC scores indicated that 42% of Students met standard.

Math's distance from level 3 decreased by 14 points.

Math SBAC scores indicated that 35% of students met standard.

70% of all American Union students improved in ELA or Math on the SBAC from 2016-17 to 2017-18.

Number of LTELS has continued to decrease each year.

Teacher feedback relating to reading intervention support for students in their classroom.

100% of students use AR to support their reading.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:

ELA and Math SBAC scores are still below the state average.

AU did not meet the school-wide goals in ELA and Math

Reclassification rate was not 50%

High number of students referred to reading intervention

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

Due to one of the district academic coaches leaving, AU did not receive the intended amount of professional development or support from an Academic Coach. Also, the school principal left in October, leaving the school one administrator short. While this had an impact on the implementation of the strategies, AU expects to be fully staffed in 2019-20.

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.

Coaches will lead particular curriculum teams on American Union Elementary (i.e. Writing Team, K-2 PLC, 6-8 Math PLC, and 6-8 ELA PLC) to ensure that the majority of teachers have access to the expertise of the academic coaches.

Professional development for teachers in working with ELD to support the reclassification rate.

Reading Intervention will be offered K-8 for all students below grade level.

More frequent data analysis to closely monitor the academic progress of ALL students including the following subgroups: English Learners, Homeless/ Foster, SED, and Students with Disabilities.



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

The Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength. (Goal 4)

Goal 4

American Union is a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength.

Identified Need

Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism rate	Chronic absenteeism rate was 11.8% for the 2017-18 school year.	By June of 2020, the Chronic Absenteeism rate for American Union will decrease by 5% for the 2017-2018 school year.
Daily Attendance rate	Daily Attendance rate for the 2017-18 school year was 95%.	By June 2020, AU will increase the ADA rate to 96.5%.
Suspension rate	Suspension rate was 3.0 for the 2017-18 school year.	By June 2020, AU will decrease the suspension rate by 2%.

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

Guidance and Counseling staff will support:

- Student attendance rates
- Student suspension rates
- Implementation of PBIS and restorative practices
- Students with individual and group counseling services
- Families with community resources
- Bullying Prevention programs on campus

- Student engagement with school activities and events.
- Focus on ensuring all students has access: English Learners, homeless, foster, and SED students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

112,400

Source(s)

Title I
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 identified as "at risk" or having experienced trauma.

Strategy/Activity

On-Site Counselor

A licensed on-site counselor from Fresno Pacific University will be available to conduct psychosocial assessments, provide crisis intervention services, provide individual and family counseling, and provide support groups as necessary to improve the social-emotional support services for all students; including English Learners, Socially Disadvantaged students, Foster Youth, and "At Risk" students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,188

Source(s)

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

Implementation of PBIS

Consistent school-wide expectations of student behavior in the classroom and around campus. Students will be awarded and celebrated for making positive choices. There are also consistent

consequences in place for students not demonstrating appropriate behaviors. Incentives will motivate students and encourage a positive campus culture.

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)

8,619

Source(s)

LCFF - Supplemental

1000's- Certificated Personnel, 4000's- Books and Supplies, 5000's- 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.

Guidance Learning Specialist will support:

Student attendance rates

Student suspension rates

Implementation of PBIS and restorative practices

Students with individual and group counseling services

Families with community resources

Bullying Prevention programs on campus

Student engagement with school activities and events.

Focus on ensuring all students has access: English Learners, homeless, foster, and SED students.

Blackboard Connect- The WUSD App is used to note:

Academic/ Athletic Achievements

School Meetings & Events

Eagle Software- This software enables the school to:

Grant parent access to online grading portal

Outreach to families regarding attendance concerns.

FPU On-site Counseling- is a contracted service which will:

Provide individual mental health services for students

Refer families to community resources

Support students with school engagement.

Specific indicators of success/effectiveness:

Incidents of bullying decreased

Students received individual and group counseling

Families referred to community resources

Number of students sent to district SARB decreased.

AUES was awarded a gold medal for PBIS

Parent participation data for school events

Specific indicators of lack of success/ effectiveness:

Student suspension rates increased

School goal for chronic absenteeism was not met.

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

The GLS will work with the full administrative team to implement increased services designed to help 8th graders meet promotion requirements.

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.

District liaison will support site SARB efforts

Added level of prevention: early parent/student meetings with GLS for students at risk of being chronically absent.

GLS will meet with every 8th grade student and their parent in the Fall semester of school year.

Site level MTSS meetings to ensure that the academic, behavior, and social/emotional needs are met for all students.

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	\$199,610.37
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$453,076.44

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	\$233,443.00
Title II Part A: Improving Teacher Quality	\$11,830.00
Title III	\$4,292.44

Subtotal of additional federal funds included for this school: \$249,565.44

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	\$163,079.00
LCFF - Supplemental	\$19,579.00
Lottery: Instructional Materials	\$20,853.00

Subtotal of state or local funds included for this school: \$203,511.00

Total of federal, state, and/or local funds for this school: \$453,076.44

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Marjorie Curtis	Parent or Community Member
Kristen Susoev	Parent or Community Member
Priscilla Herrera	Parent or Community Member
Rosa Ochoa	Parent or Community Member
Bethany Mendez	Parent or Community Member
Kim Jepsen	Classroom Teacher
Sally Dawson	Classroom Teacher
Lena Nunez	Classroom Teacher
Jan Stansbery	Principal
Ann Ortiz	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/28/18.

Attested:

Principal, Jan Stansberry on
SSC Chairperson, Marjorie Curtis on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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