



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Union Elementary School	10 76778 6005748	November 10, 2025	September 29, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by American Union Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by American Union Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Schoolwide Program

The SPSA has been directly aligned with Washington Unified's Local Control and Accountability Plan (LCAP) to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based supports and interventions to ensure that state indicators are addressed.

## Educational Partner Involvement

How, when, and with whom did American Union Elementary 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.

- ELAC and SSC committees at AUES on 9/29/25, 11/10/25, 2/23/26, and 4/27/26 included a review of programs in SPSA.
- LCAP stakeholder meeting at AUES on 4/27/26, included a review of programs in SPSA.
- ELAC meeting 2/23/2026 met for review and approval of SPSA.
- School Site Council meeting on 11/10/25 met for approval of SPSA.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities identified as a result of the needs assessment.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

2025 Dashboard Results Indicate:  
Chronic Absenteeism - Orange  
Mathematics - Orange

A Multi-tier approach to addressing Mathematics and Chronic Absenteeism results include:

Ensuring best first instruction through PLC collaboration, administrator walk throughs and evaluations, access to standards-based curriculum, Kagan Professional Development, academic coaching support, SST process, SART/SARB attendance processes, i-Ready instruction, Tier 2 counseling, and 504/IEP plans.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	4.45%	4.47%	4.91%	13	13	13
Filipino	0%	%	%	0		
Hispanic/Latino	79.45%	76.29%	76.98%	232	222	204
Pacific Islander	0%	%	%	0		
White	15.41%	16.49%	15.85%	45	48	42
Two or More Races	0.34%	0.69%	2.26%	1	2	6
Not Reported	0.34%	2.06%	%	1	6	
<b>Total Enrollment</b>				292	291	265

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			13
Kindergarten	42	23	20
Grade 1	29	34	27
Grade 2	33	27	32
Grade3	24	39	27
Grade 4	20	28	37
Grade 5	29	22	29
Grade 6	40	26	20
Grade 7	47	38	24
Grade 8	28	43	36
<b>Total Enrollment</b>	292	291	265

**Conclusions based on this data:**

1. Enrollment held steady this year despite a long-term trend of declining enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	86	76	60	29.5%	26.1%	22.6%
Fluent English Proficient (FEP)	37	38	28	12.7%	13.1%	10.6%

### Conclusions based on this data:

1. Our percentage of EL students declined in part due to higher rates of reclassification.
2. We will continue to examine ELD instruction and practices in an effort to increase our reclassification rate.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22	38	27	22	38	27	22	38	27	100.0	100	100
Grade 4	18	28	36	18	26	35	18	26	35	100.0	92.9	97.2
Grade 5	27	20	28	27	20	27	27	20	27	100.0	100	96.4
Grade 6	39	23	20	39	23	20	39	23	20	100.0	100	100
Grade 7	45	38	24	45	37	24	45	37	24	100.0	97.4	100
Grade 8	28	43	38	28	42	37	28	42	37	100.0	97.7	97.4
All Grades	179	190	173	179	186	170	179	186	170	100.0	97.9	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2451.	2370.	2395.	36.36	7.89	7.41	27.27	18.42	18.52	18.18	28.95	33.33	18.18	44.74	40.74
Grade 4	2451.	2510.	2414.	11.11	53.85	11.43	44.44	19.23	11.43	22.22	7.69	20.00	22.22	19.23	57.14
Grade 5	2451.	2446.	2510.	3.70	0.00	37.04	18.52	35.00	22.22	37.04	30.00	14.81	40.74	35.00	25.93
Grade 6	2489.	2513.	2511.	2.56	8.70	5.00	25.64	30.43	35.00	43.59	43.48	35.00	28.21	17.39	25.00
Grade 7	2507.	2483.	2497.	6.67	2.70	8.33	20.00	24.32	12.50	42.22	24.32	37.50	31.11	48.65	41.67
Grade 8	2503.	2478.	2484.	3.57	4.76	0.00	21.43	7.14	16.22	35.71	35.71	37.84	39.29	52.38	45.95
All Grades	N/A	N/A	N/A	8.94	11.83	11.18	24.58	20.43	18.24	35.75	28.49	29.41	30.73	39.25	41.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	2.63	*	*	60.53	*	*	36.84	*
Grade 4	*	*	8.57	*	*	60.00	*	*	31.43
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	2.56	*	*	56.41	*	*	41.03	*	*
Grade 7	6.67	2.70	*	66.67	54.05	*	26.67	43.24	*
Grade 8	*	2.38	8.11	*	57.14	43.24	*	40.48	48.65
All Grades	7.82	8.60	11.18	66.48	56.99	58.82	25.70	34.41	30.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	5.26	*	*	52.63	*	*	42.11	*
Grade 4	*	*	8.57	*	*	62.86	*	*	28.57
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	5.13	*	*	74.36	*	*	20.51	*	*
Grade 7	8.89	5.41	*	60.00	59.46	*	31.11	35.14	*
Grade 8	*	4.76	2.70	*	45.24	51.35	*	50.00	45.95
All Grades	8.38	11.29	9.41	63.13	52.69	54.71	28.49	36.02	35.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	7.89	*	*	68.42	*	*	23.68	*
Grade 4	*	*	11.43	*	*	60.00	*	*	28.57
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	5.13	*	*	79.49	*	*	15.38	*	*
Grade 7	2.22	5.41	*	77.78	64.86	*	20.00	29.73	*
Grade 8	*	7.14	5.41	*	66.67	67.57	*	26.19	27.03
All Grades	5.03	4.30	8.82	78.21	74.19	71.18	16.76	21.51	20.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	7.89	*	*	65.79	*	*	26.32	*
Grade 4	*	*	5.71	*	*	60.00	*	*	34.29
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	10.26	*	*	66.67	*	*	23.08	*	*
Grade 7	8.89	5.41	*	73.33	59.46	*	17.78	35.14	*
Grade 8	*	9.52	0.00	*	54.76	83.78	*	35.71	16.22
All Grades	9.50	11.29	5.29	69.27	61.29	71.76	21.23	27.42	22.94

**Conclusions based on this data:**

1. The number of students meeting or exceeding standard in ELA held relatively stable.
2. Reading and writing domains showed an increase in students who are below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22	38	27	22	38	27	22	38	27	100.0	100	100
Grade 4	18	28	36	18	28	35	18	28	35	100.0	100	97.2
Grade 5	27	20	28	27	20	27	27	20	27	100.0	100	96.4
Grade 6	39	23	20	39	23	20	39	23	20	100.0	100	100
Grade 7	45	38	24	45	38	24	45	38	24	100.0	100	100
Grade 8	28	43	38	28	42	37	28	42	37	100.0	97.7	97.4
All Grades	179	190	173	179	189	170	179	189	170	100.0	99.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2451.	2392.	2415.	27.27	5.26	7.41	36.36	28.95	40.74	13.64	26.32	29.63	22.73	39.47	22.22
Grade 4	2476.	2508.	2438.	27.78	32.14	11.43	27.78	32.14	14.29	11.11	21.43	31.43	33.33	14.29	42.86
Grade 5	2461.	2482.	2502.	11.11	10.00	25.93	3.70	30.00	18.52	33.33	20.00	25.93	51.85	40.00	29.63
Grade 6	2478.	2501.	2521.	5.13	4.35	15.00	23.08	21.74	20.00	28.21	34.78	25.00	43.59	39.13	40.00
Grade 7	2491.	2472.	2469.	6.67	2.63	0.00	17.78	10.53	8.33	28.89	42.11	20.83	46.67	44.74	70.83
Grade 8	2473.	2462.	2425.	3.57	2.38	5.41	10.71	14.29	2.70	25.00	11.90	13.51	60.71	71.43	78.38
All Grades	N/A	N/A	N/A	11.17	8.47	10.59	18.99	21.69	16.47	25.14	25.93	24.12	44.69	43.92	48.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	13.16	*	*	44.74	*	*	42.11	*
Grade 4	*	*	14.29	*	*	45.71	*	*	40.00
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	7.69	*	*	46.15	*	*	46.15	*	*
Grade 7	11.11	5.26	*	46.67	52.63	*	42.22	42.11	*
Grade 8	*	7.14	5.41	*	33.33	24.32	*	59.52	70.27
All Grades	14.53	13.23	11.18	43.02	44.44	45.29	42.46	42.33	43.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	10.53	*	*	55.26	*	*	34.21	*
Grade 4	*	*	11.43	*	*	40.00	*	*	48.57
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	7.69	*	*	53.85	*	*	38.46	*	*
Grade 7	8.89	2.63	*	60.00	52.63	*	31.11	44.74	*
Grade 8	*	7.14	2.70	*	35.71	29.73	*	57.14	67.57
All Grades	11.17	8.99	10.59	51.96	52.38	45.29	36.87	38.62	44.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	5.26	*	*	73.68	*	*	21.05	*
Grade 4	*	*	11.43	*	*	48.57	*	*	40.00
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	2.56	*	*	61.54	*	*	35.90	*	*
Grade 7	13.33	7.89	*	57.78	60.53	*	28.89	31.58	*
Grade 8	*	2.38	2.70	*	52.38	37.84	*	45.24	59.46
All Grades	11.17	10.05	10.59	60.89	59.79	52.94	27.93	30.16	36.47

**Conclusions based on this data:**

1. Overall math scores held consistent for the number of student who met or exceeded standard.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	9	4
1	*	*	*	*	*	*	*	*	*	10	6	7
2	1466.0	*	*	1489.6	*	*	1441.9	*	*	14	9	4
3	*	1457.9	*	*	1438.6	*	*	1476.9	*	*	14	8
4	*	*	1508.2	*	*	1504.6	*	*	1511.1	6	4	11
5	*	*	*	*	*	*	*	*	*	9	7	4
6	1559.0	*	*	1554.9	*	*	1562.7	*	*	14	8	5
7	1547.5	*	*	1537.7	*	*	1557.1	*	*	12	9	6
8	*	*	*	*	*	*	*	*	*	4	7	7
All Grades										80	73	56

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.14	*	*	42.86	*	*	28.57	*	*	21.43	*	*	14	*	*
3	*	0.00	*	*	14.29	*	*	57.14	*	*	28.57	*	*	14	*
4	*	*	9.09	*	*	72.73	*	*	9.09	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	28.57	*	*	57.14	*	*	14.29	*	*	0.00	*	*	14	*	*
7	33.33	*	*	33.33	*	*	25.00	*	*	8.33	*	*	12	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	10.96	23.21	38.75	34.25	39.29	31.25	35.62	26.79	15.00	19.18	10.71	80	73	56

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	14.29	*	*	57.14	*	*	28.57	*	*	0.00	*	*	14	*	*
<b>3</b>	*	0.00	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
<b>4</b>	*	*	27.27	*	*	63.64	*	*	9.09	*	*	0.00	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	71.43	*	*	21.43	*	*	7.14	*	*	0.00	*	*	14	*	*
<b>7</b>	50.00	*	*	16.67	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.00	23.29	41.07	33.75	28.77	33.93	26.25	30.14	12.50	10.00	17.81	12.50	80	73	56

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	14.29	*	*	14.29	*	*	21.43	*	*	50.00	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	0.00	0.00	*	21.43	21.43	*	57.14	42.86	*	21.43	35.71	*	14	14	*
<b>4</b>	0.00	*	0.00	33.33	*	45.45	46.67	*	36.36	20.00	*	18.18	15	*	11
<b>5</b>	6.67	*	*	20.00	*	*	53.33	*	*	20.00	*	*	15	*	*
<b>6</b>	14.29	*	*	50.00	*	*	35.71	*	*	0.00	*	*	14	*	*
<b>7</b>	0.00	*	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.00	8.22	7.14	37.50	21.92	32.14	35.00	39.73	37.50	22.50	30.14	23.21	80	73	56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	35.71	*	*	64.29	*	*	0.00	*	*	14	*	*
<b>3</b>	*	21.43	*	*	57.14	*	*	21.43	*	*	14	*
<b>4</b>	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
<b>7</b>	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.25	23.29	30.36	58.75	58.90	64.29	10.00	17.81	5.36	80	73	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
<b>3</b>	*	0.00	*	*	35.71	*	*	64.29	*	*	14	*
<b>4</b>	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	85.71	*	*	14.29	*	*	0.00	*	*	14	*	*
<b>7</b>	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	37.50	28.77	50.00	42.50	39.73	28.57	20.00	31.51	21.43	80	73	56

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.14	*	*	50.00	*	*	42.86	*	*	14	*	*
3	*	0.00	*	*	57.14	*	*	42.86	*	*	14	*
4	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	14.29	*	*	57.14	*	*	28.57	*	*	14	*	*
7	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.00	6.85	10.71	61.25	49.32	48.21	33.75	43.84	41.07	80	73	56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	14.29	*	*	50.00	*	*	35.71	*	*	14	*	*
3	*	0.00	*	*	85.71	*	*	14.29	*	*	14	*
4	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	57.14	*	*	42.86	*	*	0.00	*	*	14	*	*
7	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.50	20.55	23.21	61.25	58.90	55.36	11.25	20.55	21.43	80	73	56

**Conclusions based on this data:**

1. The percentage of students scoring an overall 4 on the ELPAC declined.
2. We had an increase in Beginning/Level1 students due to a number of students enrolling who only speak spanish.
3. The domain of written language is significantly lower than oral language development.

# School and Student Performance Data

## Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
265	73.2%	22.6%	0.0%
Total Number of Students enrolled in American Union Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	22.6%
Foster Youth	0	0.0%
Homeless	3	1.1%
Socioeconomically Disadvantaged	194	73.2%
Students with Disabilities	36	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	13	4.9%
Filipino	0	0.0%
Hispanic	204	77%
Two or More Races	6	2.3%
Pacific Islander	0	0.0%
White	42	15.8%

### 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. Approximately one fourth of our student body are classified as English Learners.

# School and Student Performance Data

## Overall Performance

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



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Professional Development and adjustments to our ELPAC Testing Plan are improving student outcomes.
2. Students did well under the new science indicator - especially 5th grade
3. Mathematics remains an area of priority for academic growth. The addition of Math tutoring and professional development for teachers are being implemented.



# School and Student Performance Data

## Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>41.9 points below standard</p> <p>Increased 8 points</p> <p>160 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>86.3 points below standard</p> <p>Declined 22.7 points</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>108.7 points below standard</p> <p>Declined 8.4 points</p> <p>13 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>53.5 points below standard</p> <p>Maintained -1.4 points</p> <p>125 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>93.8 points below standard</p> <p>Increased 32.2 points</p> <p>24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>55.9 points below standard</p> <p>Increased 3.2 points</p> <p>131 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>12.9 points above standard</p> <p>Increased 39.3 points</p> <p>24 Students</p>

**Conclusions based on this data:**

1. Our EL students need continued targeted supports to access ELA grade-level standards.

# School and Student Performance Data

## Academic Performance Mathematics

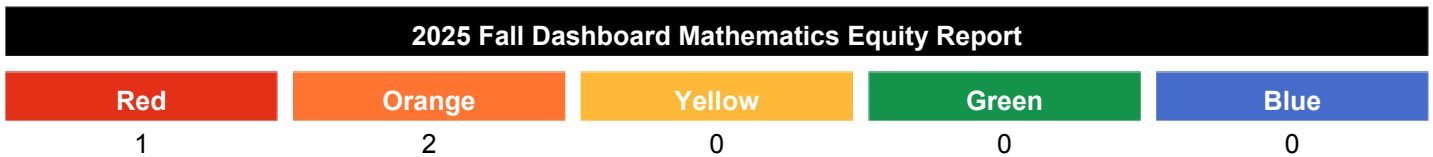
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>65.5 points below standard</p> <p>Maintained -2.9 points</p> <p>160 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>104.9 points below standard</p> <p>Declined 15.6 points</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>198.8 points below standard</p> <p>Declined 72.3 points</p> <p>13 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>74.6 points below standard</p> <p>Declined 8.9 points</p> <p>125 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>105 points below standard</p> <p>Declined 5.1 points</p> <p>24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>78 points below standard</p> <p>Declined 5.6 points</p> <p>131 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>13.3 points below standard</p> <p>Increased 17.1 points</p> <p>24 Students</p>

**Conclusions based on this data:**

1. This continues to be an area of academic priority. Teachers need additional support and training to deliver high quality lessons based on the new Mathematics Framework.
2. Our EL learners need targeted instructional practices, such as increased collaboration, to improve outcomes.

# School and Student Performance Data

## Academic Performance Science

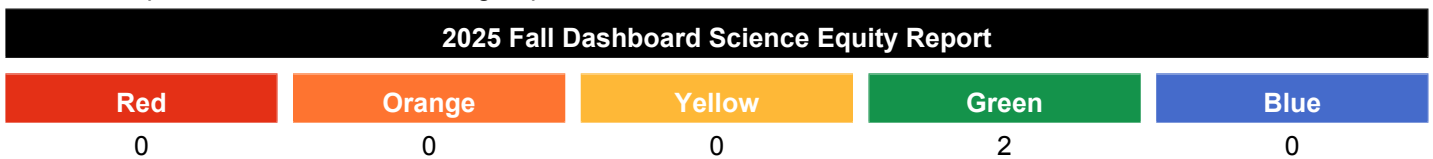
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>50.5 science points</p> <p>Increased 9.6 points</p> <p>61 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>36.7 science points</p> <p>Maintained 0.8 points</p> <p>17 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>49 science points</p> <p>Increased 8 points</p> <p>47 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>Green 46.2 science points Increased 6 points 48 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>

**Conclusions based on this data:**

1. Our EL students scored lower than other demographics and will need additional instructional supports.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Blue 65.4 making progress. Number Students: 52 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 91.7 making progress. Number Students: 12 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 3.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 30.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 65.4%

### Conclusions based on this data:

1. All students who scored at level 4 were reclassified.
2. The percentage of Long-Term English Learners making progress is noticeably better than our overall EL population.
3. Professional development for teachers and adjustments to our testing process have shown noticeable growth.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

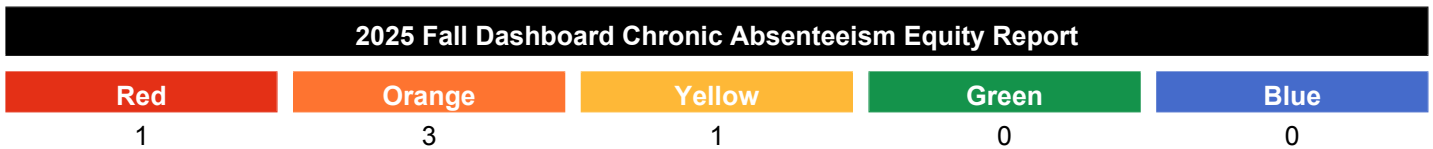
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>14.5% Chronically Absent</p> <p>Increased 2.2</p> <p>283 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined 2.8</p> <p>65 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>23.1% Chronically Absent</p> <p>Increased 11.3</p> <p>13 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>17.3% Chronically Absent</p> <p>Increased 2.6</p> <p>220 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>18.6% Chronically Absent</p> <p>Increased 0.7</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>7.7% Chronically Absent</p> <p>Declined 7.7</p> <p>13 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>14.2% Chronically Absent</p> <p>Increased 2.2</p> <p>219 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>20.5% Chronically Absent</p> <p>Increased 8.2</p> <p>44 Students</p>

**Conclusions based on this data:**

1. There were increases to chronic absenteeism across most subgroups. A systematic intervention strategy is still necessary.
2. There is a correlation with LTELs and Absenteeism. Identifying root causes of attendance challenges will have academic benefits as well.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

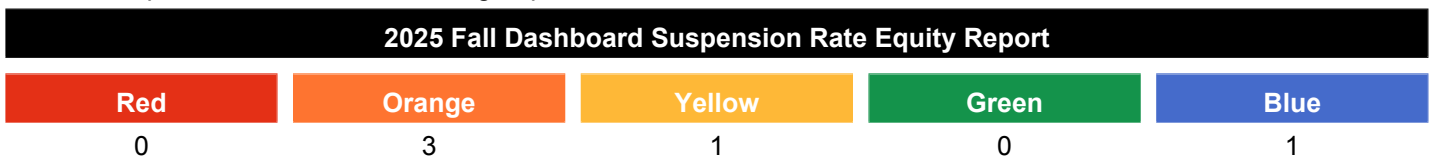
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>288 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.2%</p> <p>67 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>13 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>222 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Declined 1%</p> <p>45 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>2.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>224 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>44 Students</p>

**Conclusions based on this data:**

1. Small sample sizes makes identifying patterns year to year challenging.
2. Overall our suspension rate remained level.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional Development of Teachers and Educational Environment

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 the classroom to support 21st-century learning.
4. Administration, Teachers, and support staff will participate in professional development and implement strategies that support students in ELA and Math.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will receive professional development in quality instruction practices, including writing, math, early literacy and support for English Learners to ensure all students have access to their curriculum.	100% of teachers will have received training offered by the end of the 2025-26 school year.	100% of teachers will implement research-based highly effective instruction
Students in grades TK-8 will be one-to-one with technology devices.	AU is currently one to one with devices.	Students in grades TK-8 will continue be one-to-one with technology devices
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 2022-23 school year.	Designated teachers at American Union will work with an academic coach during the 2025-26 school year based on identified need.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	162,872 LCFF - Base 1000-1999: Certificated Personnel Salaries Principal
1.2	Staff Development 2. All teachers will receive professional development and training to reinforce research based strategies that provide access to learning.	All Students	11,957 Title II Part A: Improving Teacher Quality 0001-0999: Unrestricted: Locally Defined All teachers
1.3	Alignment to Standards 3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.	All Students	30317 LCFF - Supplemental 4000-4999: Books And Supplies Core materials

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This strategy has been fully implemented as indicated by the intended metrics. Teachers are receiving professional development and supported by academic coaching when appropriate. Students have 1:1 access to technology within the classroom.

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

The goal was implemented as planned.

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

This goal was reviewed and determined to be in alignment with our LCAP and site goals. It will remain unchanged.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent and Community Involvement

By June of 2026, American Union will highlight the achievements of students through on-campus displays, flyers, signs, social media, and Parent Square. AU will also post information and updates online and through our website which will populate in the district app. At school events, administration will invite and encourage parents to get involved in any way possible on campus and inform parents of adult learning opportunities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement data for school events.	95% of Parents will attend an event during the 2022-23 school year.	95% of Parents will attend an event during the 2025-26 school year.
Parent Education Opportunities.	American Union will offer 7 workshops for parents during the 2022-23 school year.	American Union will continue to offer parent workshops through various outlets, including the WUSD Adult Education Program during the 2025-26 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 monthly website updates, flyers, and social media accounts, and Parent Square.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent Square: 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.	All Students	324 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	PowerSchool: This software enables the school to: -Grant parent access to online grading portal -Monthly newsletters		
2.3	Refreshments for Parent Meetings- In an effort to increase attendance, the school will provide refreshments for parents who attend school sponsored meetings and events.	All Students	2,083 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Parenting Classes  1,000 LCFF - Supplemental 4000-4999: Books And Supplies Refreshments for Parent Meetings

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This goal was effectively implemented with an expanded offering of parent engagement opportunities throughout the year. We are able to contact 90% of parents through the Parent Square app. Social media engagement is up along with parent attendance of on campus events.

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

No major differences.

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

We will continue to expand opportunities for parent involvement and will be plan to update our website monlthly based on School Site Council feedback. Metrics will remain the same.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Performance

By June of 2026, the following percentage of American Union students will meet or exceed standard:

ELA 36%

Math 35%

Science 40%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We still have students who are not meeting or exceeding standard for their grade level in ELA, Math and Science.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	ELA scores will improve by at least 5% to 42% meets or exceeds standard.	ELA proficiency scores will improve by 5% of students meeting or exceeding standard.
Math SBAC	Math scores will improve by 5% on the SBAC for the 2023-24 to 31% meets or exceeds standard.	Math proficiency scores will improve by 5% of students meeting or exceeding standard.
ELPAC and reclassification rate	Increase reclassification rate by 50% in order to continue to decrease the number of LTELS.	Increase reclassification rate by 10% in order to continue to decrease the number of LTELS.
Science CAST SBAC	Science proficiency scores will improve to 40% of students meeting or exceeding standard.	Science proficiency scores will improve by 5% of students meeting or exceeding standard.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Reading Intervention Teacher(s) (1) one. -Provide reading intervention to students in grades K-6. -Participate in Student Study Teams (SST) to offer expertise for academic differentiation.	Students scoring below grade level on academic achievement measures.	121,213 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	i-Ready diagnostic results will be monitored along with input from classroom teachers to designate performance bands that qualify students to receive intervention services and support.	All Students	5,325 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
3.3	Implementation of English 3-D for Designated ELD in grades 7-8.	English Learners	2,146 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our three identified strategies were fully implemented and monitored by administration. i-Ready diagnostic results show growth in Reading and Math at levels higher than the national norm. Data from our intervention teacher shows that students receiving these services showed above average growth.

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

No major differences reported.

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.

Science was identified by our SSC and ELAC as an area of academic need. This has been added as a metric to replace writing domain scores as an indicated outcome.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Attendance and Engagement

By June of 2025, American Union will have a total of zero (0) expulsions and reduce the number of overall suspensions to 10 or less.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	The suspension rate was 4% for the 2022-23 school year.	By June of 2025, American Union will have a total of zero (0) expulsions and reduce the number of overall suspensions to 8 or less.
LCAP student survey	In the 2022-23 school year, 65% of 6-8 grade students agreed or strongly agreed they feel safe at school. 70% of 3-5 grade students reported feeling safe most or all of the time.	2023-24 LCAP survey results will show that 80% of students will report feeling safe at school.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Guidance and Counseling staff will support: -Student attendance rates, including chronic absenteeism -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.	All Students	115,729 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Focus on ensuring all students has access: English Learners, homeless, foster, and SED students.		
4.2	On-Site Counselor A licensed on-site counselor from Fresno County Superintendent of Schools 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.	Students identified as "at risk," including those who have experienced trauma.	4,188 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
4.5	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.	All Students	8,619 LCFF - Supplemental  1000's- Certificated Personnel, 4000's- Books and Supplies, 5000's- Services and Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our PBIS team is continuing to develop our school-wide expectations for student behavior. Our district and county counseling staff meet with a number of students to address mental health and other student needs. Our Guidance Counselor monitors student attendance, academic progress and social dynamics to provide appropriate interventions.

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

No major differences in our intended and actual implementation.

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

Based on SSC feedback we will continue to emphasize bullying prevention strategies schoolwide with expanded lunch and recess activities available.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

By June 2025, 80% of students PK-2 will be on grade-level targets for Foundational Reading Skills as measured by BPST, iReady, and Foundational Skills district assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Washington Unified believes that all students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness need to be able to leave our district college and career ready. Washington Unified will improve early literacy rates for groups identified for Differentiated Assistance.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local K-2 assessment data from prior years indicates a site need to improve early literacy rates and foundational reading skills.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic Phonics Skills Test (BPST)	2023-2024 BPST Results show 97% of first grade and 95% of second grade students meeting proficiency levels of the phonics skills test.	By June 2025, 95% of students PK-2 will continue to meet standard on the BPST assessment.
i-Ready Diagnostic	Fall 2022 i-Ready reading diagnostic data shows that 4% of first and second grade students were on or above early grade level. Spring 2024 data shows that 52%, 61%, and 38% of students are at or above mid grade level on i-Ready Reading diagnostics for grades K, 1st, and 2nd respectively.	By June 2025, 75% of students PK-2 will be on grade-level targets for the i-Ready Reading diagnostic

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Teachers will receive: Professional development for Heggerty curriculum Observation feedback from instructional rounds from peers, administration, and coaches Data analysis cycles training	Teacher Professional Development	

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This strategy has been fully implemented through a early literacy professional development initiative and peer observations between teachers. Data from this school year indicates effective results on the BPST and i-Ready diagnostic results.

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

This strategy was implemented as planned with no major changes.

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

This strategy is showing positive results and will continue to be implemented through a professional development schedule and observations by peers and administration. No changes are being made this year.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$239,348.82
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$465,773.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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 Part A: Allocation	\$239,349.00
Title II Part A: Improving Teacher Quality	\$11,957.00

Subtotal of additional federal funds included for this school: \$251,306.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$162,872.00
LCFF - Supplemental	\$51,595.00

Subtotal of state or local funds included for this school: \$214,467.00

Total of federal, state, and/or local funds for this school: \$465,773.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	216,801.00	-22,548.00
Title II Part A: Improving Teacher Quality	12385	428.00
Title III Part A: Language Instruction for LEP Students	10,342.87	10,342.87

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	162,872.00
LCFF - Supplemental	51,595.00
Title I Part A: Allocation	239,349.00
Title II Part A: Improving Teacher Quality	11,957.00

## Expenditures by Budget Reference

Budget Reference	Amount
	8,619.00
0001-0999: Unrestricted: Locally Defined	11,957.00
1000-1999: Certificated Personnel Salaries	399,814.00
4000-4999: Books And Supplies	31,317.00
5000-5999: Services And Other Operating Expenditures	14,066.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	162,872.00
	LCFF - Supplemental	8,619.00
4000-4999: Books And Supplies	LCFF - Supplemental	31,317.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,659.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	236,942.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,407.00
0001-0999: Unrestricted: Locally Defined	Title II Part A: Improving Teacher Quality	11,957.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	205,146.00
Goal 2	3,407.00
Goal 3	128,684.00
Goal 4	128,536.00

# School Site Council Membership

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

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

Name of Members	Role
Melissa Fries	Parent or Community Member
Eva Guyette	Parent or Community Member
Robert Carstens	Parent or Community Member
Priscila Herrera	Parent or Community Member
Steve Rocha	Parent or Community Member
Eric Offenheiser	Classroom Teacher
David Hinsley	Classroom Teacher
Lauren Vang	Classroom Teacher
James Dack	Principal
Maribel Martell	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 November 10, 2025.

Attested:



Principal, James Dack on November 10, 2025



SSC Chairperson, Melissa Fries on November 10, 2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023