



Washington Union High School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Union High School	1076778 1038306	November 13, 2025	February 11, 2026

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 Washington Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 9
 - ELPAC Results 13
 - Student Population 16
 - Overall Performance 18
 - Academic Performance 20
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1 34
 - Goal 2..... 37
 - Goal 3..... 39
 - Goal 4..... 41
 - Goal 5..... 43
- Budget Summary 44
 - Budget Summary 44
 - Other Federal, State, and Local Funds 44
- Budgeted Funds and Expenditures in this Plan 45
 - Funds Budgeted to the School by Funding Source..... 45
 - Expenditures by Funding Source 45
 - Expenditures by Budget Reference 45
 - Expenditures by Budget Reference and Funding Source 45
 - Expenditures by Goal..... 46
- School Site Council Membership 47
- Recommendations and Assurances 48
- Instructions..... 49
- Appendix A: Plan Requirements 56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements59
Appendix C: Select State and Federal Programs62

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 Washington Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Washington Union High School's (WUHS) goals are in direct alignment with Washington Unified LCAP and effectively meets all 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.

WUSD LCAP and WUHS SPSA, and site action goals align making all goals purposeful and targeting improvement on our dashboard and student achievement. The goals are, academic achievement, quality instruction being delivered to our students, a collaborative staff that is trained in quality professional development and has the materials needed to teach our students, an engaged community and parents at each site, and the continuous support and belief all our struggling student groups have interventions in place to assure they are college and career ready. Moreover, through School Site Council, LCAP, Title 1, and ELAC parent advisory meetings, parents, community members, staff, and students are assured their voices are heard and the input they give is translated to our discussions as a district and sites and placed on our District LCAP and Site SPSA. WUHS is also surveying students and staff through a Safe and Civil Schools survey biannually. This information is reviewed and analyzed for the purpose of developing a safe school climate, an engaging campus, and academic excellence in the classroom assuring data collected is up to date and relevant for continuous improvement.

In addition the WASC self-study has been an instrumental process in updating and aligning all goals in a coherent way. Washington Union's student learner outcomes are that students will be academically successful, responsible citizens, and part of an engaged campus.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

November 2025: SSC Approval

February 2026: Board Approval

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.

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.

ELA - LTEL (Orange)
Mathematics - EL (Red), Hispanic (Red), LTEL (Red), Socioeconomically Disadvantaged (Orange)
English Learner Progress - EL (Red), LTEL (Red)
Suspension - EL (Orange), Hispanic (Orange), LTEL (Orange), Socioeconomically Disadvantaged (Orange), Students with Disabilities (Orange), White (Orange)

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.

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 Washington Union High 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	0.42%	0.18%	0.18%	5	2	2
African American	5.4%	5.38%	4.84%	65	60	53
Asian	7.32%	6.82%	6.39%	88	76	70
Filipino	0%	%	0.09%	0		1
Hispanic/Latino	80.3%	81.08%	82.57%	966	904	905
Pacific Islander	0%	0.09%	0.09%	0	1	1
White	5.49%	4.84%	5.02%	66	54	55
Two or More Races	0.58%	0.72%	0.82%	7	8	9
Not Reported	0.5%	0.90%	%	6	10	
Total Enrollment				1203	1115	1096

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	306	277	301
Grade 10	318	296	259
Grade 11	284	286	278
Grade 12	295	256	258
Total Enrollment	1,203	1,115	1,096

Conclusions based on this data:

1. Washington Union High School enrollment has declined from a high of 1252 in the 2021-2022 school year to 1096 in the 2024-2025 school year.

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	308	236	205	25.6%	21.2%	18.7%
Fluent English Proficient (FEP)	442	464	485	36.7%	41.6%	44.3%

Conclusions based on this data:

1. Washington Union High School MLL population over the course of three years is decreasing.
2. Approximately 18% or 205 students are identified as MLL learners; this is a slight decrease from the previous school year reported due to high number of students reclassification. However, a continued focus/emphasis needs to be placed in professional development to ensure best practices are in place for our MLL learners.
3. A focus on MLL students is also a site goal based on the recently conducted WASC visit.

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 11	270	264	264	267	259	262	265	258	262	98.9	98.1	99.2
All Grades	270	264	264	267	259	262	265	258	262	98.9	98.1	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2593.	2599.	2588.	23.40	24.42	20.23	33.58	32.56	34.73	23.40	27.13	25.95	19.62	15.89	19.08
All Grades	N/A	N/A	N/A	23.40	24.42	20.23	33.58	32.56	34.73	23.40	27.13	25.95	19.62	15.89	19.08

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 11	20.91	19.77	22.14	58.94	58.53	56.87	20.15	21.71	20.99
All Grades	20.91	19.77	22.14	58.94	58.53	56.87	20.15	21.71	20.99

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 11	28.79	31.01	24.81	55.68	54.65	54.96	15.53	14.34	20.23
All Grades	28.79	31.01	24.81	55.68	54.65	54.96	15.53	14.34	20.23

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 11	13.31	11.24	12.60	71.10	77.13	75.57	15.59	11.63	11.83
All Grades	13.31	11.24	12.60	71.10	77.13	75.57	15.59	11.63	11.83

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 11	25.10	15.50	21.76	62.36	73.26	65.27	12.55	11.24	12.98
All Grades	25.10	15.50	21.76	62.36	73.26	65.27	12.55	11.24	12.98

Conclusions based on this data:

1. The overall achievement score had a slight increase from the previously tested year, 23.4% Exceeded Standard, 33.58 Met Standard, 23% Nearly Met Standard and 19.62 Standard Not Met. Students meeting or exceeding standard was constant while students not meeting standard slightly dropped compared to previous years.
2. Our lowest assessment scores is in Reading, Demonstrating understanding of literary and non-fictional text. Washington Union High School has placed data cycles in every department. The focus of these data cycles is to analyze research base instruction that will improve all English Language Art/Literacy categories. Data cycles will continue and the analyses of instructional strategies will remain a focus into the 202-24 school year.

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 11	269	263	263	262	262	260	262	262	260	97.4	99.6	98.9
All Grades	269	263	263	262	262	260	262	262	260	97.4	99.6	98.9

* 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 11	2504.	2523.	2518.	4.20	6.11	10.77	11.07	17.94	10.38	24.43	16.03	16.92	60.31	59.92	61.92
All Grades	N/A	N/A	N/A	4.20	6.11	10.77	11.07	17.94	10.38	24.43	16.03	16.92	60.31	59.92	61.92

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 11	6.11	12.60	11.92	33.97	30.15	28.46	59.92	57.25	59.62
All Grades	6.11	12.60	11.92	33.97	30.15	28.46	59.92	57.25	59.62

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 11	4.96	6.49	7.69	65.27	61.83	51.15	29.77	31.68	41.15
All Grades	4.96	6.49	7.69	65.27	61.83	51.15	29.77	31.68	41.15

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 11	4.58	7.63	11.92	62.21	63.36	53.08	33.21	29.01	35.00
All Grades	4.58	7.63	11.92	62.21	63.36	53.08	33.21	29.01	35.00

Conclusions based on this data:

1. Overall, our math SBAC assessment scores remain low with 15% of students meeting or exceeding standards. More supports are required for our students to be successful.
2. Concepts and procedures remains our lowest area in the SBAC assessment.
3. A new curriculum and math book was adopted this school year. Also, iREADY was introduced for 9th grade students as a math intervention and a new Algebra support class will be added.

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 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
9	1558.1	1548.0	1536.6	1556.8	1549.8	1528.1	1559.1	1545.5	1544.6	79	63	63
10	1590.9	1589.1	1559.2	1597.8	1588.5	1557.9	1583.4	1589.1	1560.0	73	67	52
11	1588.2	1566.8	1576.3	1588.5	1570.4	1563.5	1587.4	1562.6	1588.5	58	47	38
12	1598.1	1582.8	1554.9	1605.5	1589.1	1547.4	1590.0	1576.1	1561.6	57	39	27
All Grades										267	216	180

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
9	17.72	17.46	6.35	40.51	34.92	44.44	34.18	33.33	26.98	7.59	14.29	22.22	79	63	63
10	35.62	44.78	28.85	47.95	34.33	23.08	9.59	14.93	34.62	6.85	5.97	13.46	73	67	52
11	25.86	29.79	23.68	51.72	29.79	39.47	13.79	14.89	26.32	8.62	25.53	10.53	58	47	38
12	36.84	30.77	25.93	38.60	43.59	33.33	17.54	10.26	14.81	7.02	15.38	25.93	57	39	27
All Grades	28.46	31.02	19.44	44.57	35.19	35.56	19.48	19.44	27.22	7.49	14.35	17.78	267	216	180

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
9	26.58	30.16	26.98	53.16	44.44	38.10	11.39	19.05	15.87	8.86	6.35	19.05	79	63	63
10	56.16	58.21	46.15	34.25	28.36	26.92	5.48	7.46	17.31	4.11	5.97	9.62	73	67	52
11	44.83	51.06	47.37	43.10	21.28	31.58	5.17	8.51	15.79	6.90	19.15	5.26	58	47	38
12	56.14	56.41	37.04	28.07	20.51	29.63	8.77	7.69	11.11	7.02	15.38	22.22	57	39	27
All Grades	44.94	48.15	38.33	40.45	30.09	32.22	7.87	11.11	15.56	6.74	10.65	13.89	267	216	180

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
9	6.33	4.76	1.59	21.52	28.57	26.98	54.43	38.10	42.86	17.72	28.57	28.57	79	63	63
10	16.44	25.37	13.46	41.10	37.31	28.85	32.88	25.37	30.77	9.59	11.94	26.92	73	67	52
11	8.62	10.64	15.79	36.21	25.53	26.32	44.83	38.30	42.11	10.34	25.53	15.79	58	47	38
12	7.02	12.82	18.52	38.60	28.21	14.81	42.11	35.90	29.63	12.28	23.08	37.04	57	39	27
All Grades	9.74	13.89	10.56	33.71	30.56	25.56	43.82	33.80	37.22	12.73	21.76	26.67	267	216	180

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
9	13.92	3.17	11.11	77.22	77.78	63.49	8.86	19.05	25.40	79	63	63
10	21.92	17.91	21.15	75.34	74.63	61.54	2.74	7.46	17.31	73	67	52
11	12.07	17.02	5.26	79.31	59.57	78.95	8.62	23.40	15.79	58	47	38
12	10.53	15.38	11.11	75.44	66.67	55.56	14.04	17.95	33.33	57	39	27
All Grades	14.98	12.96	12.78	76.78	70.83	65.00	8.24	16.20	22.22	267	216	180

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
9	68.35	76.19	62.90	24.05	15.87	22.58	7.59	7.94	14.52	79	63	62
10	89.04	82.09	69.23	6.85	11.94	23.08	4.11	5.97	7.69	73	67	52
11	84.48	74.47	84.21	8.62	8.51	10.53	6.90	17.02	5.26	58	47	38
12	85.96	79.49	66.67	7.02	7.69	11.11	7.02	12.82	22.22	57	39	27
All Grades	81.27	78.24	69.83	12.36	11.57	18.44	6.37	10.19	11.73	267	216	179

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
9	7.59	11.11	11.11	67.09	47.62	41.27	25.32	41.27	47.62	79	63	63
10	30.14	38.81	13.46	50.68	38.81	53.85	19.18	22.39	32.69	73	67	52
11	12.07	10.64	15.79	68.97	55.32	52.63	18.97	34.04	31.58	58	47	38
12	15.79	15.38	11.11	61.40	56.41	37.04	22.81	28.21	51.85	57	39	27
All Grades	16.48	20.37	12.78	61.80	48.15	46.67	21.72	31.48	40.56	267	216	180

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
9	2.53	1.59	3.23	92.41	82.54	82.26	5.06	15.87	14.52	79	63	62
10	2.74	4.48	3.85	87.67	88.06	80.77	9.59	7.46	15.38	73	67	52
11	24.14	14.89	21.05	67.24	59.57	71.05	8.62	25.53	7.89	58	47	38
12	26.32	15.38	18.52	64.91	66.67	51.85	8.77	17.95	29.63	57	39	27
All Grades	12.36	7.87	9.50	79.78	76.39	74.86	7.87	15.74	15.64	267	216	179

Conclusions based on this data:

1. Washington Union EL students perform the highest in the speaking domain. Overall grade levels, 81% of our students are "Well Developed" speakers. We will continue our push for literacy across all content areas to improve student achievement.
2. Our EL students performed the lowest in the "Written Domain" which deals with writing task performance. Of the 267 students tested, 12% scored a beginning level and 43% scored level 2.
3. 28% of Washington Union EL students performed at a Level 4.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1096	88.8%	18.7%	0.3%
Total Number of Students enrolled in Washington Union High 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	205	18.7%
Foster Youth	3	0.3%
Homeless	9	0.8%
Socioeconomically Disadvantaged	973	88.8%
Students with Disabilities	118	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	4.8%
American Indian	2	0.2%
Asian	70	6.4%
Filipino	1	0.1%
Hispanic	905	82.6%
Two or More Races	9	0.8%
Pacific Islander	1	0.1%
White	55	5%

Conclusions based on this data:

1. Washington Union High School has an 88.8% socioeconomically disadvantaged student population and addition, 18.7% of our population are EL learners. In knowing this, it is imperative the we construct a comprehensive Multi-

tiered system of support to ensure we are intervening with students who are in need academic support for their language development and academic skills. Moreover, assuring the whole child philosophy and approach by the school site supporting its students.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Red

College/Career



Green

Conclusions based on this data:

1. Washington Union High School has a significant amount of work to do to ensure we are meeting state expectations. Specifically, we have continuously struggled over the years to improve our math scores.. We are in the third year of implementing a new curriculum and book adoption.
2. Our College/Career indicator continues to be a strength at Washington Union High School as well as Graduation Rate and English Learner Progress.
3. In the 2025-2026 academic year, the math department will engage in a professional learning series which include peer observations and coaching.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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












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>All Students</p> <p>Yellow</p> <p>7.6 points above standard</p> <p>Declined 8.4 points</p> <p>254 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>25 points below standard</p> <p>Increased 16.2 points</p> <p>97 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>69.7 points below standard</p> <p>Increased 13 points</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.1 points above standard</p> <p>Declined 9.5 points</p> <p>229 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>80.1 points below standard</p> <p>Increased 27.6 points</p> <p>30 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>44.9 points below standard</p> <p>Declined 19.8 points</p> <p>12 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>36.3 points above standard</p> <p>Declined 37.6 points</p> <p>17 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>4.6 points above standard</p> <p>Declined 3.8 points</p> <p>213 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>33.8 points above standard</p> <p>Declined 31.6 points</p> <p>11 Students</p>

Conclusions based on this data:

1. Washington Union High School performed in the Green category. This performance is above average but we will be making goals to improve to the high achieving category.
2. EL and Sped students scored in the low category.

School and Student Performance Data

Academic Performance Mathematics

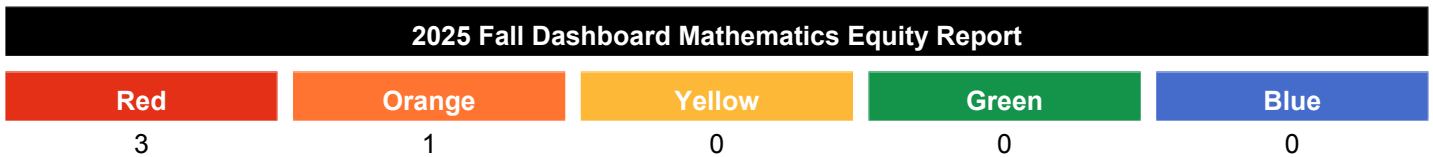
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>All Students</p>  <p>Orange</p> <p>108.5 points below standard</p> <p>Declined 6.4 points</p> <p>252 Students</p>	<p>English Learners</p>  <p>Red</p> <p>146.2 points below standard</p> <p>Maintained 0.6 points</p> <p>97 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>186.4 points below standard</p> <p>Declined 15.8 points</p> <p>32 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>109.6 points below standard</p> <p>Declined 9 points</p> <p>226 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>233.9 points below standard</p> <p>Declined 27.4 points</p> <p>29 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>150.5 points below standard</p> <p>Increased 61.9 points</p> <p>12 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>56.8 points below standard</p> <p>Declined 3 points</p> <p>16 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Red</p> <p>115.6 points below standard</p> <p>Declined 12.7 points</p> <p>212 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>28.9 points below standard</p> <p>Increased 46.3 points</p> <p>11 Students</p>

Conclusions based on this data:

1. Washington Union High School historically has performed low in math. We are in our third year of implementing a new curriculum. The district has also hired a math coach to continue our work on improving math scores and a new Algebra support class will be added.
2. The hispanic students scored the lowest on this test which is the biggest student population on campus.

School and Student Performance Data

Academic Performance Science

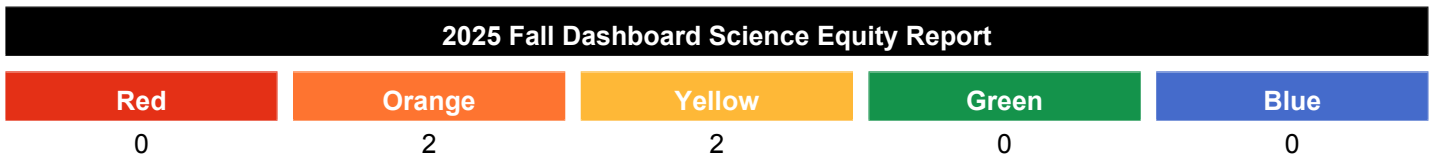
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>All Students</p> <p>Yellow</p> <p>49.4 science points</p> <p>Declined 2.1 points</p> <p>258 Students</p>	<p>English Learners</p> <p>Orange</p> <p>42.3 science points</p> <p>Maintained -0.6 points</p> <p>101 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>37.8 science points</p> <p>Maintained 1 points</p> <p>33 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48.9 science points</p> <p>Declined 2.2 points</p> <p>232 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>32.9 science points</p> <p>Declined 2.4 points</p> <p>31 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>52.8 science points</p> <p>Declined 10 points</p> <p>16 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>49 science points</p> <p>Declined 2.1 points</p> <p>217 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>52.4 science points</p> <p>Declined 4.2 points</p> <p>13 Students</p>

Conclusions based on this data:

1.

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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 43 making progress. Number Students: 165 Students	Long-Term English Learner Progress  Red 43.8 making progress. Number Students: 137 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17%	40%	0%	43%

Conclusions based on this data:

1. 72% of Washington Union's EL population are moderately or well developed in their progress towards proficiency of the English language.
2. 62% of EL students progressed at least one level from the previous year.
3. WUHS keeps making strides on this indicator.

School and Student Performance Data

Academic Performance College/Career Report

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

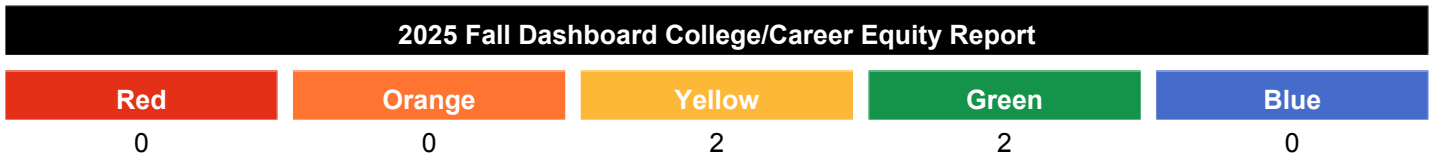
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>Prepared 47.6%</p> <p>Increased 7.3%</p> <p>246 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>Prepared 31.6%</p> <p>Increased 17.8%</p> <p>76 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>Prepared 33.3%</p> <p>Increased 18.4%</p> <p>66 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 46.7%</p> <p>Increased 6.9%</p> <p>229 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>Prepared 16.7%</p> <p>Increased 13%</p> <p>24 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Prepared 6.3%</p> <p>16 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Prepared 68.2%</p> <p>Increased 29.1%</p> <p>22 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Green</p> <p>Prepared 47.4%</p> <p>Increased 6.9%</p> <p>190 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Prepared 58.8%</p> <p>Maintained 1.7%</p> <p>17 Students</p>

Conclusions based on this data:

1. Washington Union High School increased this dashboard indicator to Medium. We are continuing to implement multiple career pathways and look forward to increasing in years to come.
2. Over 50% of the student population is taking a college class which will help this college and career indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no state indicator for Washington Union High School.

School and Student Performance Data

Academic Engagement Graduation Rate

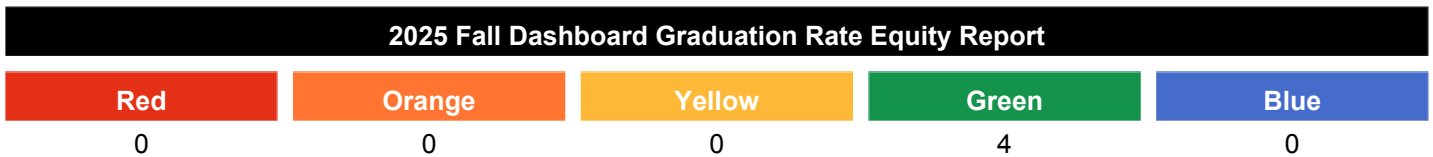
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>94.3% graduated</p> <p>Increased 1.9%</p> <p>246 Students</p>	<p>English Learners</p>  <p>Green</p> <p>89.5% graduated</p> <p>Increased 2.9%</p> <p>76 Students</p>	<p>Long-Term English Learners</p>  <p>Green</p> <p>92.4% graduated</p> <p>Increased 1.2%</p> <p>66 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>94.3% graduated</p> <p>Increased 1.2%</p> <p>229 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>83.3% graduated</p> <p>Declined 13%</p> <p>24 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>93.8% graduated</p> <p>16 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>95.5% graduated</p> <p>Declined 4.5%</p> <p>22 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Green</p> <p>94.2% graduated</p> <p>Maintained 0.5%</p> <p>190 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>94.1% graduated</p> <p>Increased 15.5%</p> <p>17 Students</p>

Conclusions based on this data:

1. Washington Union High School has a 94.7% graduation rate. Students with Disabilities will be a focus area for us. Students with Disabilities are our lowest followed by English learner performing subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

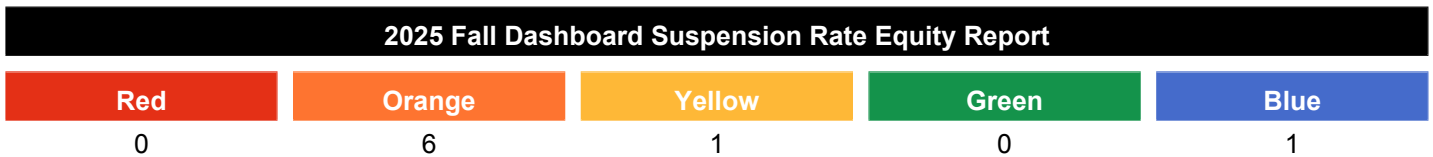
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 0.9%</p> <p>1161 Students</p>	<p>English Learners</p> <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 1%</p> <p>225 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 1%</p> <p>168 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Increased 15.4%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.9%</p> <p>1042 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 2%</p> <p>126 Students</p>	<p>African American</p>  <p>Yellow</p> <p>8.6% suspended at least one day</p> <p>Declined 4.3%</p> <p>58 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>72 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>950 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Maintained -0.2%</p> <p>64 Students</p>

Conclusions based on this data:

1. Overall, Washington Union High suspension rate needs to come down. One subgroup is considered high, African American and Sped students is considered medium on the dashboard.
2. On a positive note, suspension rates are on the Green level overall.

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.

Highly Effective Staff

Washington Union High School 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.

- a. Provide professional learning and focused PLC time to develop pacing guides, common assessments with a focus on rigor.
- b. Math professional learning series to support student problem solving.
- c. Learning targets and success criteria.
- d. Universal design for learning to maximize best first instruction.
- e. Multilingual learner support and coaching

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: 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.

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

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 can effectively support students achieve educational success through evidence-based instructional strategies and support. Sufficient access to standards-aligned and culturally relevant instructional materials and safe and clean learning environment

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. The teachers will continue to receive coaching in the implementation of technology and best practices by coaches and site administration.	100% of teachers will have received training and professional development on high impact instructional strategies.	100% of teachers will continue with implementing high impact instructional strategies to increase student achievement.
State standards will be fully implemented as verified by data collection obtained through routine classroom walkthroughs.	District shows that 100% of courses are using most current state standards to guide their curriculum.	100% of courses will be taught using the CCSS.

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	Staff will engage in meaningful professional learning communities focused on increasing student achievement: -development of scope and sequence of adopted curriculum -development of common assessments -development of course outlines	All Students	181,821 LCFF - Base 1000-1999: Certificated Personnel Salaries
1.2	English Language Development (ELD) Professional Learning -designated ELD -integrated ELD -individual coaching	All Students	0
1.3	Staff have an opportunity to attend professional learning opportunities such as: -Training from the Back of the Room (TBR) -FCSS Professional Learning Sessions -Restorative Practices	All Students	66000 Title I 5000-5999: Services And Other Operating Expenditures
1.4	District academic coaches will provide support to new teachers and all teachers as requested.		396732 Title I 5000-5999: Services And Other Operating Expenditures
1.5	Strengthen PLC's by regularly meeting with PLC facilitators		
1.6	Professional Learning / Staff Development -Universal Design for Learning -Technology (AI, Parent Square, PowerSchool) -Culture and Climate -Rigorous, student centered instructional practices -Learning Targets and Success Criteria -Data Analysis		
1.7			
1.8			
1.9			
1.11			

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.

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

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

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/Community Participation and Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Increase school to home and home to school communication in multiple modes by all staff (teachers, office, administration)

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 Engagement Tracking Form		Increase parent and community involvement as indicated on the Parent Engagement Tracking Form.
Parent Education Opportunities		Increase parent and community involvement as indicated on the Parent Engagement Tracking Form.
Parent Communication Reports		Increase contactable families on 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	Increase parent communication through Parent Square and Power School. Parent Square software enables the school to send phone dialers, text, and emails about upcoming school events. Power School enables parents to monitor grades, attendance, and data confirmation. -Tech training opportunities for parents and staff.	All students	118457 Title I 1000-1999: Certificated Personnel Salaries See SPSA Goal 4 for budgeted expenditures related to staff development and support. 47234 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits
2.2	Refreshments and snacks for parent meetings. In an effort to increase attendance to parent/community meetings, the school will provide refreshments and snacks for parents who attend school sponsored meetings.	All students	17306 Title I 4000-4999: Books And Supplies
2.3	Parent Education Opportunities are provided by educational partners in the fall and spring. (Parent Support Groups, Enrichment Opportunities)	All students	
2.4	Family Engagement Opportunities are held through the year to provide opportunities for parents and the community. -Multilingual Learner Family Night, Cash for College Workshops, Back to School Night, Athletic Awards	All students	
2.11			

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.

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

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

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 Achievement

Washington Union will be a school 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: The Washington Unified School District will be a school 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.

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.

Student achievement in math is low across all student groups (21% meeting standards). ELA is at 55% meeting standards. English Learner Progress declined 16.9%. Data-driven academic intervention system is needed to improve student achievement.

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 CAASPP	7.6 points above standard, (declined 8.4 points) 55% meeting standards.	ELA scores will improve by increasing 9 points about standards on the spring 2026 ELA CAASPP assessment.
Math CAASPP	108.5 points below standard, (declined 6.4 points) 21% meeting standards	Math scores will improve by increasing 7 points distance from standard on the spring 2026 Math CAASPP assessment
Multilingual Learners	43% of MLL's are making progress (declined 16.9%)	English learner progress will increase to 50% as measured on the spring 2026 ELPAC summative assessment.

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	A tiered systematic approach to academic intervention with best first instruction provided by the classroom teachers. Tiered system between counselors and intervention staff for addressing students who are failing classes. Provide accessible opportunities for data-driven intervention.	All Students	10457 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Increase Consistency of Rigorous, Student-Centered Instruction	All Students	
3.3	District benchmarks, IAB's, data analysis cycles will be implemented as calendared.	All students	3,469 LCFF 4000-4999: Books And Supplies
3.4	Improve Clarity and Alignment of Learning Targets and Success Criteria Greater consistency in standards-aligned objectives and pacing tools will increase student achievement.	All students	
3.5	Utilizing universal screeners, local assessments, and teacher recommendations the MTSS team will consider, review, and evaluate curriculum for academic intervention.	All students	
3.6	Revise, refine, and streamline a Request for Support / Student Study Team process.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

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

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

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.

Culture and Climate

Washington Union High School will be a place where all students in all student groups are actively engaged in a safe and positive school climate reflecting the diversity of our school as our strength.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: 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.

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.

Students need to be identified for early behavior intervention to increase student connectedness to school.

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	WUHS had a slight increase over the 24-25 school year with 4.3% suspended.	WUHS will decrease the suspension rate to 3.5%
Attendance Rate	WUHS had a slight increase in chronic absenteeism over the 24-25 school year with 22% chronically absent.	WUHS will increase ADA to 95% and decrease chronic absenteeism to 15%.
College and Career Indicator	WUHS had 47.6% prepared in the 24-25 school year, an increase of 7.3%	WUHS will increase CCI to 55% by June 2026.

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	WUHS will implement a tiered system approach to behavior utilizing best practices from MTSS, PBIS framework, exploring restorative practices, and alternatives to suspension. Use data-driven processes to analyze behavioral trends and a continuum of support for universal, supplemental, and intensified support of behavior. (Tier 1, 2, 3)	All students	32,619 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Professional Development
4.3	Implement a digital system for office discipline referral; analyze the effectiveness of the Assertive Step process for behaviors.	All students	259,311 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coaches

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4	Professional learning for staff on responding to behaviors in the classroom, welcoming positive environment,	All Students	18,622 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries
4.5	Counselor PLC's will review and update student forms to align with the college and career indicators.	All students	14000 Title I 5000-5999: Services And Other Operating Expenditures
4.6			213805 Title I 2000-2999: Classified Personnel Salaries 3 Intervention Specialists 156846 Title I 3000-3999: Employee Benefits

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.

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

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

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.

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

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

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	\$1040836.52
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,536,679.00
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	\$1,040,837.00
Title II Part A: Improving Teacher Quality	\$51,241.00

Subtotal of additional federal funds included for this school: **\$1,092,078.00**

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 (\$)
	\$0.00
LCFF	\$3,469.00
LCFF - Base	\$181,821.00
LCFF - Supplemental	\$259,311.00

Subtotal of state or local funds included for this school: **\$444,601.00**

Total of federal, state, and/or local funds for this school: **\$1,536,679.00**

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	833,656.00	833,656.00
Title II Part A: Improving Teacher Quality	77,172	25,931.00
Title III Part A: Language Instruction for LEP Students	71,617	71,617.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	3,469.00
LCFF - Base	181,821.00
LCFF - Supplemental	259,311.00
Title I	1,040,837.00
Title II Part A: Improving Teacher Quality	51,241.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	610,830.00
2000-2999: Classified Personnel Salaries	213,805.00
3000-3999: Employee Benefits	204,080.00
4000-4999: Books And Supplies	20,775.00
5000-5999: Services And Other Operating Expenditures	487,189.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF	3,469.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	181,821.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	259,311.00
1000-1999: Certificated Personnel Salaries	Title I	118,457.00
2000-2999: Classified Personnel Salaries	Title I	213,805.00
3000-3999: Employee Benefits	Title I	204,080.00
4000-4999: Books And Supplies	Title I	17,306.00
5000-5999: Services And Other Operating Expenditures	Title I	487,189.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	51,241.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	644,553.00
Goal 2	182,997.00
Goal 3	13,926.00
Goal 4	695,203.00

School Site Council Membership

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

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

Name of Members	Role
Kegan Finderup	Parent or Community Member
Fanny Larios	Other School Staff Parent or Community Member
Frank Contreras	Other School Staff Parent or Community Member
Joseph Chavez	Secondary Student
	Classroom Teacher
Denise Rich	Classroom Teacher
Sitlalic Luna	Other School Staff
Javier Gamboa	Principal
Patricia Mettler	Classroom Teacher
Ethan Rivera	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/13/2025.

Attested:

Principal, Javier Gamboa on 11/13/2025

SSC Chairperson, Denise Rich on 11/13/2025

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.

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.

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.

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