

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Middle School	30665636029037	December 2, 2020	February 11, 2021

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

Washington Middle School believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Input from Staff and Students

The following summaries are based upon staff, parent, and student surveys as well as minutes/findings from Leadership Team and PLC meetings that include the 2018-2019 school year due to the COVID-19 pandemic that resulted in Washington Middle School having incomplete data for the 2019-2020 school year:

Surveys:

La Habra City School District provides the support of K12 Insight in order to collect and disaggregate parent survey information data. All parents receive a Title I parent survey. In addition, parents of English Language Learners receive a supplemental survey.

Title I Parent Survey: The Title I Survey was completed and available to all parents in both English and Spanish. Results are tabulated and reported using K-12 Insight.

Parents completing the Title I survey expressed strong overall satisfaction with their experience at Washington Middle School. Some highlights include home-school communication, where over 95% of parents agreed that they are receiving strong on-going communication from the school; student learning environment, where over 95% of parents agreed that Washington promotes a strong learning environment for students; parent involvement, where over 95% of parents are made to feel welcomed at the school and 70% of parents agreed that there are strong opportunities for parent involvement.

Some comments that parents expressed included that the school staff was helpful and took great pride in educating Washington students and that there was a strong sense of respect from members of the campus community. Parents also expressed satisfaction with the school's outreach to parents using the website and social media.

EL Parent Survey: Parents who completed the EL Parent Survey identified several strong areas of the Washington instructional program. The parents stated that the school is a welcoming and safe environment, challenges students academically and keeps parents informed regarding student progress. Parents also stated that parental involvement and voice is valued and encouraged at the school. 95% of parents reported attending at least one parent involvement activity and that students receive strong instruction geared toward student development of academic English.

Input from Staff:

Our Site Leadership Team (SLT) will be focusing this year on lesson design relating to close and analytical reading of high level text. Professional development will utilize the professional learning community (PLC) process and practices such as student work and assignment analysis.

At the end of the academic year, staff provided input based on campus climate/PBIS. We identified areas of focus to support campus climate and student achievement. As a result of the survey, 14

minutes of "CORE" time was built into the Thursday bell schedule. During CORE time, staff provides instruction to students, targeting areas such as organization, note taking, tracking assignments, and anti-bullying.

Input from Parents:

The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, and Advisory and Information parent groups:

- Student Learning: The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.
- Home-School Communication: The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.
- School Safety: In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.
- Areas Identified for Training: How to Help with My Child's Homework--How to Improve My Child's Reading, Mathematical, and Writing Skills--The Grading Process/Report Cards--WMS Discipline Plan

Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington. Specific areas of strong satisfaction included after-school programs, technology, and communication.

Classroom Observations

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

Site administrators conduct learning walks throughout the year, discussing implementation of district initiatives, including Depth of Knowledge Levels in classrooms, integration of technology to enhance Depth of Knowledge levels based on accountable talk, Common Core instruction, writing across Common Core Text Types, interactive math, project-based learning, GLAD, and Thinking Maps. In addition, site administrators conduct daily classroom visits and provide targeted feedback to staff. Staff Members also participate in peer-observations in order to promote collaboration and sharing of successful teaching strategies. Informal and formal observations are conducted by site administration for all staff members.

During the school year, Washington teachers also engage in weekly PLC meetings across grade levels and subjects as well as grade level PLC's in order to collaborate and share best practices.

Current findings show that Washington is making strong progress with implementing district initiatives. All classrooms have transitioned instruction to the Common Core State Standards. Washington classrooms also demonstrate higher levels of DOK. Targeted classroom visitations will continue throughout the year to ensure that Washington continues to make progress in all areas. Learning walks from 2018/19 indicated that Washington classrooms integrated technology regularly in the curriculum, support students in levels 2 and 3 of DOK, and that students collaborate with each other regularly.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Washington Middle School teachers analyze individual student data and formative assessments to guide instruction. CAASPP data is utilized to set measurable and attainable goals for individual student improvement and school goals. iReady assessments are then given each semester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Washington Middle School meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered Systems of Support), and technology.

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

Washington Middle School staff works with a District Teacher on Special Assignment (TOSA), in the content areas, standards based lessons, and data talks to guide instruction. TOSAs also assist with PLC discussions, and one on one teacher support and mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with our District wide teams we meet quarterly and discuss data analysis standards based instruction and assessment.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Teams of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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

All teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, ELD, and technology based programs such as iReady.

Parental Engagement

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

- * Afterschool tutoring and programs
- * ASES afterschool program
- * PBIS
- * MTSS, IEP and 504 plans
- * ELD program
- * MTSS
- * Technology supports for academic learning
- * Parent Institute for Quality Education

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

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTSA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

*LCFF

*District funding

School Profile

At Washington Middle School we continually focus on our two primary goals. We seek to develop students who achieve academic success and to foster student character in the areas of personal responsibility and respect for self and others. We endeavor to see our students promote from our school ready for the next level academically and personally.

The WMS Patriot teaching staff is proud to continue our work as a strong Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy. We continue to offer our illustrious Project Lead the Way (PLTW) program. In order to provide a more rich and diverse experience for all students, we added the A (Arts) by offering Art, Music, and Drama classes through our elective program.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s), and input from Staff and Students. The following summaries are based upon staff, parent, and student surveys, minutes/findings from Leadership Team and PLC meetings:

Surveys:

La Habra City School District provides the support of K12 Insight in order to collect and disaggregate parent survey information data. All parents receive a Title I parent survey. In addition, parents of English Language Learners receive a supplemental survey. Due to the impact COVID 19 had on the 2019-2020 school year data was not available, so this data is drawn from the most recent survey data available, the 2018-2019 school year.

Title I Parent Survey:

The Title I Survey was completed and available to all parents in both English and Spanish. Results are tabulated and reported using K-12 Insight. Parents completing the Title I survey expressed strong overall satisfaction with their experience at Washington Middle School. Some highlights include a welcoming school environment, where over 94% of parents agreed that they are made to feel welcome when at the school. 82% of parents agreed that all is being done to ensure a safe learning environment for students. With regard to parent involvement, over 70% of parents agreed that there are strong opportunities for parent involvement on campus. Some comments that parents expressed included, that the school staff was helpful and took great pride in educating Washington students, and that there was a strong sense of respect from members of the campus community. Parents also expressed satisfaction with the school's outreach to parents using the website and social media.

EL Parent Survey:

Parents who completed the EL Parent Survey identified several strong areas of the Washington instructional program, which included that the school is a welcoming and safe environment, the school challenges students academically and keeps parents informed regarding student progress, parental involvement and voice is valued and encouraged at the school. 92% of parents reported attending at least one parent involvement activity, and that students receive strong instruction geared toward student development of academic English. Students also completed a student engagement survey. Overall, Washington received positive scores for overall engagement, cognitive engagement, and social and emotional engagement, scoring 3 or over in each category on a 4 point scale. There were many positive student comments regarding support from teachers, enjoyment of PBIS programs and celebrations, and that students felt safe at Washington.

Input from Staff:

Our Site Leadership Team (SLT) will be focusing this year on lesson design relating to close and analytical reading of high level text and writing. Professional development will utilize the professional learning community (PLC) process and practices such as student work and assignment analysis and learning walks. Washington is working with Innovate Ed to support the SLT team. We will gather and utilize both "lead" and "lag" data throughout the year to measure student progress in this area. Lead data will include assessments given through Illuminate, student work, and assignment samples, student performance on classroom-based assessments, and learning walks. As a "lag" measure, we will utilize students growth on 2019/20 CAASPP assessments. At the end of the academic year, staff provided input based on campus climate, PBIS, and Restorative Justice strategies. We identified areas of focus to support campus climate and student achievement. As a result of the survey, 19 minutes of "CORE" time was built into the Wednesday bell schedule. During CORE time, staff provides instruction to students, targeting areas such as organization, note taking, tracking assignments, anti-bullying, social skills, and social/emotional learning.

Input from Parents:

The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, and Advisory and Information parent groups.

Student Learning:

The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.

Home-School Communication:

The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.

School Safety:

In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.

Areas Identified for Training:

The areas identified for additional training were How to Help with My Child 's Homework, Improving My Child's Study Skills, Ways to Increase Involvement in My Child 's Education, How to help my Child Build Healthy Habits . Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington. Specific areas of strong satisfaction included after-school programs, technology, and communication.

Resource Inequities

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

None to report.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0.17%	%	1	1	
African American	0.68%	0.69%	0.3%	4	4	2
Asian	2.39%	1.37%	0.9%	14	8	6
Filipino	1.02%	1.37%	0.9%	6	8	6
Hispanic/Latino	87.73%	88.34%	90.3%	515	515	576
Pacific Islander	%	0%	%		0	
White	6.64%	7.55%	6.3%	39	44	40
Multiple/No Response	1.36%	0.51%	0.8%	8	3	5
Total Enrollment				587	583	638

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	284	309	331
Grade 8	303	274	307
Total Enrollment	587	583	638

Conclusions based on this data:

1. The overall school population has decreased due the fact that Washington now serves grades 7 and 8.
2. Our Hispanic/Latino population is dominate, which matches the demographics of our city.
3. Our overall demographics remain consistent for the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	129	139	133	22.0%	23.8%	20.8%
Fluent English Proficient (FEP)	233	197	231	39.7%	33.8%	36.2%
Reclassified Fluent English Proficient (RFEP)	0	9	54	0.0%	7.0%	38.8%

Conclusions based on this data:

1. We recognize the number of EL students dropped significantly with our district reconfiguration 2 years ago. However, the last two year our number of EL students has remained consistent.
2. We recognize that the number of FEP students slowed due to the decreased overall EL population.
3. We understand the need for training to address new EL content standards and instructional strategies to meet the needs of our EL population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	255		272	248		272	248		98.9	97.3	
Grade 7	287	276	284	284	273	280	284	272	279	99	98.9	98.6
Grade 8	280	293	305	278	288	301	278	286	301	99.3	98.3	98.7
All	842	824	589	834	809	581	834	806	580	99	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2496.	2485.		8.82	7.66		25.74	22.98		32.35	32.66		33.09	36.69	
Grade 7	2523.	2545.	2538.	12.32	14.71	14.34	26.41	34.93	36.20	29.58	26.10	21.15	31.69	24.26	28.32
Grade 8	2546.	2528.	2547.	9.35	9.44	11.63	31.65	25.87	31.23	32.73	28.32	30.23	26.26	36.36	26.91
All Grades	N/A	N/A	N/A	10.19	10.67	12.93	27.94	28.04	33.62	31.53	28.91	25.86	30.34	32.38	27.59

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	10.66	10.08		50.00	41.94		39.34	47.98		
Grade 7	14.44	19.85	18.64	44.01	44.12	40.50	41.55	36.03	40.86	
Grade 8	15.47	12.24	17.28	44.96	40.56	50.17	39.57	47.20	32.56	
All Grades	13.55	14.14	17.93	46.28	42.18	45.52	40.17	43.67	36.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.07	15.73		47.06	43.95		37.87	40.32	
Grade 7	26.41	31.00	31.65	44.72	49.08	47.48	28.87	19.93	20.86
Grade 8	20.50	16.84	18.94	53.60	49.12	53.82	25.90	34.04	27.24
All Grades	20.74	21.27	25.04	48.44	47.51	50.78	30.82	31.22	24.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.46	6.85		64.34	65.73		27.21	27.42	
Grade 7	5.63	7.72	9.32	63.73	64.71	64.16	30.63	27.57	26.52
Grade 8	8.99	8.74	11.96	74.46	62.24	66.45	16.55	29.02	21.59
All Grades	7.67	7.82	10.69	67.51	64.14	65.34	24.82	28.04	23.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.49	19.35		49.63	51.21		30.88	29.44	
Grade 7	22.18	27.94	27.24	50.70	53.31	48.39	27.11	18.75	24.37
Grade 8	20.50	17.83	22.92	52.52	51.05	49.17	26.98	31.12	27.91
All Grades	20.74	21.71	25.00	50.96	51.86	48.79	28.30	26.43	26.21

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Grade 7 students maintained their ELA achievement scores; 50% of grade 7 students scored Standard Met or Exceeded with regard to their Overall Achievement score. The number of 8th Grade students who scored Standard Met or Exceeded increased from 35% in 2017-2018 to 43% in 2018-2019.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, listening continues to be a challenge area on the CAASPP for Washington students. In Listening, 75% of students performed At, Near, or Above standard proficiency. This represents a 3% increase from 2017-2018. Teachers in all content areas will continue to develop content relevant lessons to address the listening needs of all students.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Reading will continue to be a focus area this year at Washington. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. In the previous year, all students showed an increase in the percent of students scoring Above, At, or Near Standard from 56% in 2017-2018 to 63% in 2018-2019. The SLT will be leading staff through school-wide implementation of close reading and research-based note taking strategies to support improved achievement in this area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	256		272	253		272	250		98.9	98.8	
Grade 7	287	275	284	283	273	280	283	273	280	98.6	99.3	98.6
Grade 8	280	293	304	278	290	300	278	290	299	99.3	99	98.7
All	842	824	588	833	816	580	833	813	579	98.9	99	98.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2487.	2479.		8.46	8.40		18.75	19.60		30.15	26.80		42.65	45.20	
Grade 7	2469.	2499.	2487.	6.71	8.79	10.00	9.89	18.32	15.00	29.33	29.30	29.29	54.06	43.59	45.71
Grade 8	2503.	2475.	2492.	7.55	7.24	8.03	11.87	8.28	13.04	26.98	19.31	25.75	53.60	65.17	53.18
All Grades	N/A	N/A	N/A	7.56	8.12	8.98	13.45	15.13	13.99	28.81	24.97	27.46	50.18	51.78	49.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	14.71	12.00		33.82	30.80		51.47	57.20		
Grade 7	9.19	14.65	13.93	24.73	30.04	31.43	66.08	55.31	54.64	
Grade 8	9.71	8.97	9.70	29.14	19.66	26.76	61.15	71.38	63.55	
All Grades	11.16	11.81	11.74	29.17	26.57	29.02	59.66	61.62	59.24	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.76	11.60		42.28	41.60		45.96	46.80	
Grade 7	7.07	12.82	11.79	42.40	43.22	38.57	50.53	43.96	49.64
Grade 8	8.99	10.00	13.04	39.93	41.03	36.12	51.08	48.97	50.84
All Grades	9.24	11.44	12.44	41.54	41.94	37.31	49.22	46.62	50.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.56	11.20		43.38	36.00		47.06	52.80	
Grade 7	8.13	8.42	8.57	46.29	57.14	51.07	45.58	34.43	40.36
Grade 8	5.76	5.86	9.03	51.44	41.72	48.16	42.81	52.41	42.81
All Grades	7.80	8.36	8.81	47.06	45.14	49.57	45.14	46.49	41.62

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, 27% of 7th grade students performed Above, At, or Near Standard in Mathematics in 2017-2018, while 25% of 7th grade students performed Above, At, or Near Standard in Mathematics in 2018-2019, showing a decrease of 2% in performance. 8th grade students showed a 5.5% increase of students who performed Above, At, or Near Standard in Mathematics from 15.5% in 2017-2018, to 21% in 2018-2019.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. Communicating reasoning continues to be an area of growth on the CAASPP for Washington students. In the previous year, in Communicating reasoning, 53% of students performed Above, At, or Near Standard in Mathematics in 2017-2018, while 58% performed at that level in 2018-2019.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Concepts and Procedures has proven to be an area of growth on the CAASPP for Washington students. In Concepts and Procedures, 38% of students performed Above, At, or Near Standard in 2017-2018 while 40% performed at that level in 2018-2019.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1508.0		1498.1		1517.4		56	
Grade 7	1562.0	1526.7	1585.9	1523.3	1537.8	1529.6	41	70
Grade 8	1542.7	1567.1	1541.5	1587.5	1543.4	1546.0	80	43
All Grades							177	113

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		37.50		42.86		*		56	
7	53.66	11.43	31.71	48.57	*	31.43	*	8.57	41	70
8	38.75	32.56	40.00	41.86	13.75	25.58	*	0.00	80	43
All Grades	32.20	19.47	37.29	46.02	22.60	29.20	7.91	5.31	177	113

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.64		55.36		21.43		*		56	
7	80.49	31.43	*	41.43	*	22.86		4.29	41	70
8	58.75	48.84	31.25	44.19	*	6.98	*	0.00	80	43
All Grades	51.41	38.05	35.03	42.48	9.60	16.81	*	2.65	177	113

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	21.43		67.86		*		56		
7	53.66	5.71	36.59	70.00	*	24.29	41	70	
8	37.50	34.88	52.50	53.49	*	11.63	80	43	
All Grades	36.16	16.81	53.67	63.72	10.17	19.47	177	113	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	39.29		57.14		*		56	
7	95.12	58.57	*	35.71		5.71	41	70
8	78.75	60.47	16.25	39.53	*	0.00	80	43
All Grades	70.06	59.29	26.55	37.17	*	3.54	177	113

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		19.64		76.79		56	
7	*	8.57	31.71	41.43	53.66	50.00	41	70
8	26.25	13.95	28.75	44.19	45.00	41.86	80	43
All Grades	16.38	10.62	26.55	42.48	57.06	46.90	177	113

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		83.93		*		56	
7	*	4.29	80.49	85.71	*	10.00	41	70
8	23.75	0.00	73.75	95.35	*	4.65	80	43
All Grades	16.95	2.65	78.53	89.38	*	7.96	177	113

Conclusions based on this data:

1. In the previous year, 65% of Washington's EL students performed at Level 3 or 4 on the 2018-2019 ELPAC. The Washington staff is working as PLC committees across content areas to better understand and implement the new EL Standards to move Long Term English Learners closer to RFEP designation.
2. In the previous year, 92% of EL students performed at Level 3 or 4 in Written Language on the 2018-2019 ELPAC. The Washington staff continues to focus on specific note-taking and writing strategies to meet the needs of all students.
3. In the previous year, 53% of EL students performed at Level 3 or 4 on the Reading Domain on the 2018-2019 ELPAC. The Washington staff continues to receive training and implement research based reading strategies (GLAD, Close Reading) to address the reading performance of all students.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	78.7	23.8	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	139	23.8
Foster Youth	2	0.3
Homeless	3	0.5
Socioeconomically Disadvantaged	459	78.7
Students with Disabilities	85	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	1	0.2
Asian	8	1.4
Filipino	8	1.4
Hispanic	515	88.3
Two or More Races	3	0.5
White	44	7.5

Conclusions based on this data:

1. The majority of our students (88%) fall in the Hispanic category.
2. The majority of our students (77%) are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our Academic Performance area was yellow. Our goal is to continue to improve.
2. Emphasis is placed on student attendance and school climate measures in order to raise our attendance rates and decrease our suspension rates.
3. Continue to employ PBIS to improve attendance and continue to create a positive school climate.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.5 points below standard</p> <p>Increased ++14.9 points</p> <p>557</p>	<p>English Learners</p> <p>Yellow</p> <p>56.7 points below standard</p> <p>Increased ++9.7 points</p> <p>230</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27.1 points below standard</p> <p>Increased Significantly ++18.3 points</p> <p>440</p>	<p>Students with Disabilities</p> <p>Red</p> <p>114.2 points below standard</p> <p>Maintained -1.3 points</p> <p>78</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 28.2 points above standard Increased ++5 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19 points below standard Increased Significantly ++18.1 points 496	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Yellow 8.2 points above standard Declined -13 points 32

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.9 points below standard Increased ++6.5 points 111	7.1 points below standard Increased Significantly ++15 points 119	3.2 points above standard Increased ++8.1 points 211

Conclusions based on this data:

1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students fell in the yellow band.
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students increased 14.9 points.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, Reclassified English Learners increased significantly 15 points.

School and Student Performance Data

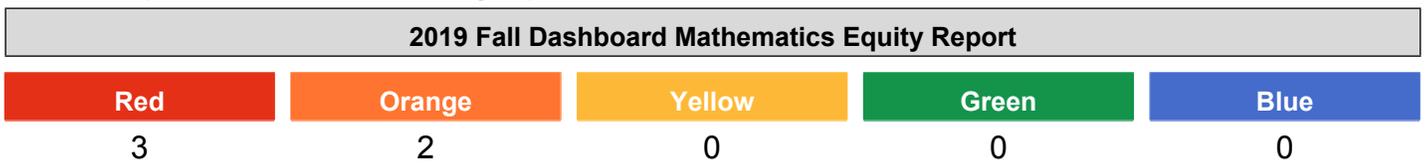
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 85.7 points below standard Declined -3.7 points 557	<p>English Learners</p> Red 130.6 points below standard Declined -12.5 points 230	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Red 96.3 points below standard Maintained ++1.1 points 440	<p>Students with Disabilities</p> Red 192.1 points below standard Declined Significantly -26.6 points 78

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 15 points above standard Increased ++4.2 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.2 points below standard Maintained -1.1 points 496	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	(Empty cell)	 Orange 67 points below standard Declined Significantly -30.8 points 32

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
175.9 points below standard Declined -5.3 points 111	88.3 points below standard Declined Significantly -16.9 points 119	69.8 points below standard Declined -11.8 points 211

Conclusions based on this data:

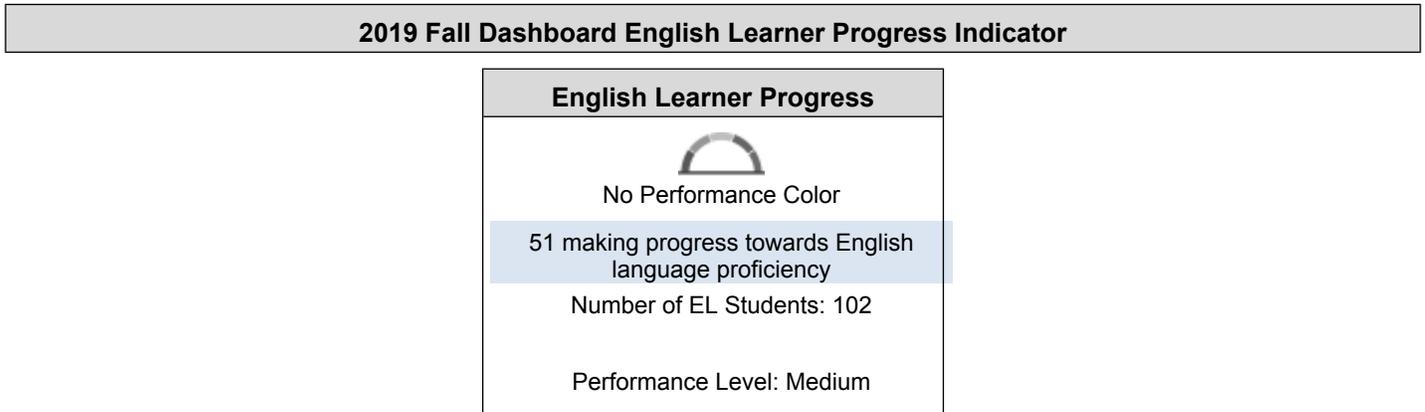
1. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, all students declined in mathematics 3.7 points
2. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our Hispanic population declined 1.1 points, while our socioeconomically disadvantaged population went up 1.1 points.
3. Due to the COVID 19 pandemic, students did not take the CAASPP during the 19-20 school year. However in the previous year, our white population declined significantly 30.8 points.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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.

2019 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
20.5	28.4	4.9	46.0

Conclusions based on this data:

1. Our English Learner Progress is spread across the levels.
2. Improved and increased teacher training is helping to increase the number of students moving to the next higher level.
3. Teacher training opportunities have helped teachers in all departments provide Integrated ELD instruction.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

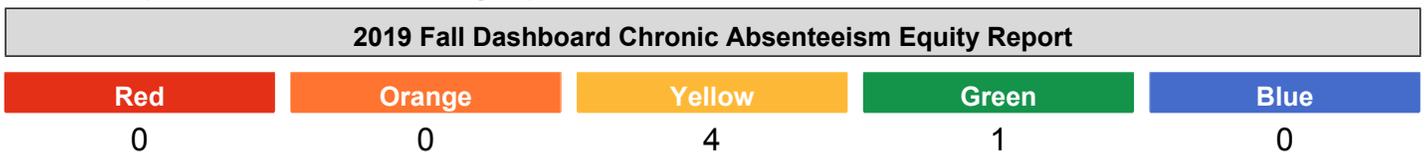
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7.2</p> <p>Declined -1.4</p> <p>607</p>	<p>English Learners</p> <p>Yellow</p> <p>7.6</p> <p>Maintained +0.3</p> <p>131</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>7.6</p> <p>Maintained -0.4</p> <p>476</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>17.2</p> <p>Declined -3.8</p> <p>87</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1 Declined -1 533	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 14.3 Declined -3.7 42

Conclusions based on this data:

- Our Chronic Absenteeism is currently at green and remains an area of focus.
- Improved school to home communication is designed to improve school attendance.
- Increased communication and counseling services across campus, in addition to incentives, have been implemented to improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

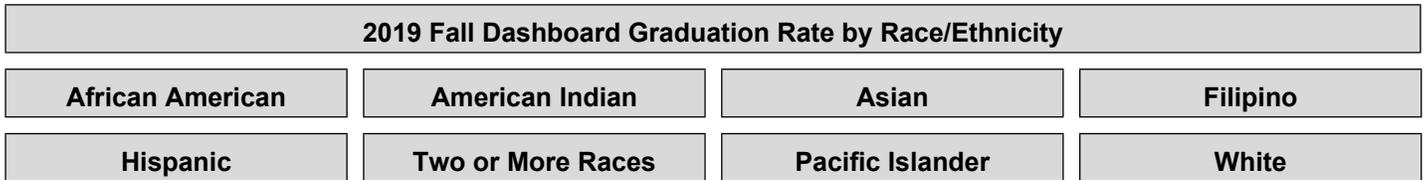
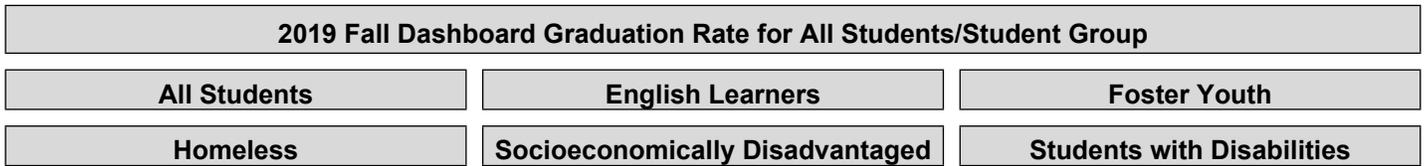
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

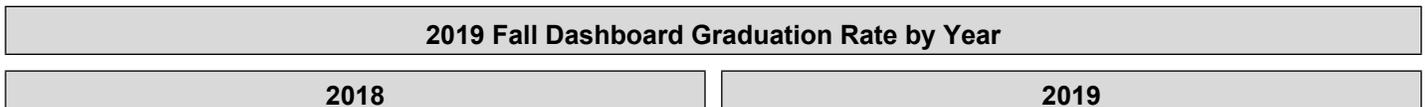
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

School and Student Performance Data

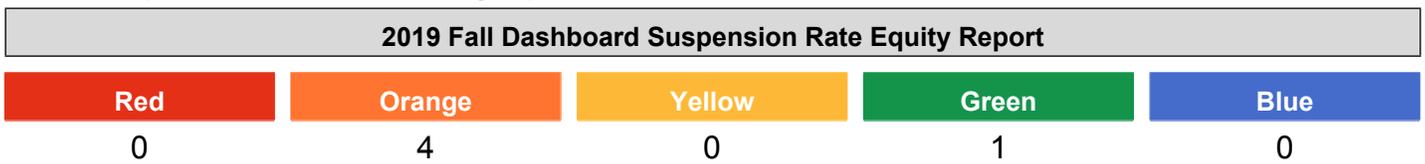
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

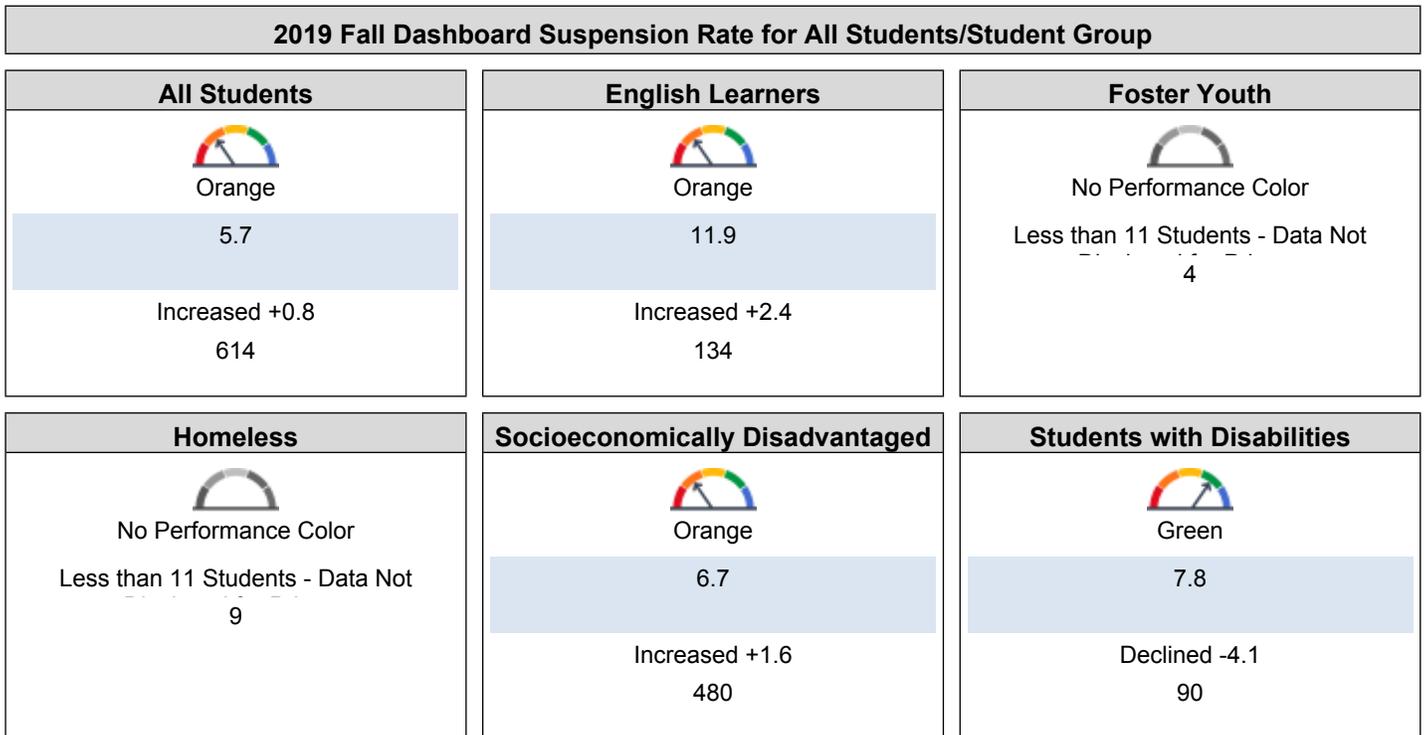
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -5.6 13	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">5.9</div> Increased +1.1 539	 No Performance Color Less than 11 Students - Data 8	(Empty)	 Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">4.8</div> Increased +1.6 42

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	4.9	5.7

Conclusions based on this data:

1. Suspension Rate is also an area of continued focus.
2. Staff development on Social Emotional Learning strategies have been implemented to improve campus climate.
3. Continued implementation of PBIS and necessary staff development have been implemented to reduce student behavior issue leading to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 1

By June 2021, all students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

Improving the reading levels and ability to write to complex level texts for all students.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

46% of all student Met or Exceeded Standard

51% of students will Meet or Exceed Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core reading curriculum (Amplify) on a daily basis. Teachers will collaborate around learning goals or objectives for learning, analysis of student data, looking at student work, standards-based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. iReady will be used to help with assessment data.
- Continue to refine the best practices of close reading, text-dependent questions, and constructed response with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies when appropriate. Depth of Knowledge (DOK) levels of questioning, and thinking maps will be used to increase rigor and promote higher level thinking and reasoning.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. Written and oral language frames will be used to support and promote academic language.
- Use differentiated instructional strategies such as respectful tasks, guided reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and TOSA will support students. Annotation symbols will be consistent schoolwide.
- Implement interdisciplinary units between content areas.
- Use field trips for teaching curriculum and engaging students.
- Schedule PLC meetings and release time for peer observations, analyze student work, and plan and share best practices related to standards-based instruction.
- Purchase supplemental materials and supplies such as Scope Magazine, books, web-based teacher resources, etc.
- Provide technology that will be used to enhance learning experience such as: blogs, websites, virtual field trips, etc.
- Participate in cycles of inquiry. The SLT will analyze data and create an instructional focus of research-based strategies that are aligned to the CCSS.
- Collaborate with our TOSA to support instruction and cycles of inquiry.
- Provide professional development opportunities/conferences for staff throughout the year such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, AVID strategies and curriculum development.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Utilize AVID strategies to support academic success.
- Schedule the Site Leadership Team meetings during the year to learn current instructional strategies on focus area and collaborate on student learning
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum homeroom classes.
- Utilize library software to support self-checkout of library books and inventory of library books.
- Purchase agendas to support academic planning and organization.

- Purchase and implement technology to enhance the learning and engagement of all students and teachers.
- Purchase instructional software/applications.
- Purchase materials and supplies.
- Utilize iPads to have access to library books on-line and through a digital library.
- Purchase technology supplies (i.e. printers, ink, paper) to support implementation of technology to support instruction.
- Purchase color printer and ink to provide for supplemental instructional materials.
- Provide Parent Portal for parents to partner with staff in supporting student growth.
- Utilize a technology tech to support the use of technology as an instructional strategy.
- Utilize a library tech to support all ELA classes.
- Provide a Teacher on Special Assignment (TOSA) to support instruction and classroom management.
- Train student tutors to support peers.
- Provide access to copy machines - including lease agreements and necessary supplies.
- Provide students with options to read in other languages.
- Provide students with opportunities for self-assessment and reflections.
- Extend learning opportunities through the after school program, summer school program, and/or Saturdays (in person and virtually).
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
878	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
3500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
868	Title I 3000-3999: Employee Benefits Benefits on object 2000
2000	Title I

	1000-1999: Certificated Personnel Salaries Extra pay
1000	Title I 1000-1999: Certificated Personnel Salaries Release time
2000	Title I 3000-3999: Employee Benefits Benefits on object 1000
14000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier II

Small Group Intervention

In addition to Tier I support, staff will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. Instructional aides will be used to support small group instruction.
- Use supplementary materials, such as Scope Magazine, to provide identified students with appropriate leveled curriculum.
- Provide targeted intervention strategies for identified students. Students are identified through our Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Collaborate during PLC and/or release time to meet the needs of at-risk students based on data.
- Identify students at-risk of not meeting grade level standards using data. These students will be placed into the Read 180 class or System 44 class.
- Ensure Read 180 is taught by one general education teacher and supported by special education teacher and/or educational assistants. Students will be given targeted instruction using small groups as well as one-to-one instruction.
- Provide support staff/instructional assistants to conduct small group instruction.
- Provide support to students identified through the MTSS process.

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide small group instruction virtually for students struggling during Distance Learning (in person and/or virtually).
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Materials and supplies
2634	Title I 4000-4999: Books And Supplies Materials and supplies/technology
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
800	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.

- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Targeted classroom visitations were halted midyear due the COVID 19 pandemic. However, learning walks from 2018/19 indicated that Washington classrooms integrated technology regularly in the curriculum, supported students in levels 2 and 3 of DOK, and that students collaborated with each other regularly.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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

Teachers will continue to work in PLC collaborative teams to review academic data and inform improved instructional practices utilizing the above strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Developing conceptual understanding in order to solve complex problems and communicate mathematical reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	23% of students Met or Exceeded Standard	28% of students will Meet or Exceed Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted core math curriculum (Math Links) on a daily basis. Teachers will collaborate with student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS and administered on a regular basis. iReady will be used to help with assessment data.
- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to become successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, look at student work, and design standards-based instructional lesson plans. Both formative and summative math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.
- Provide content objectives that will promote rigorous standards. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of think-pair-share, heads together, language frames and other strategies to facilitate academic discourse.
- Provide objectives that will be emphasized and used as a learning tool for teachers to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas.
- Use research-based teaching strategies such as GLAD, thinking maps, Cornell notes, and differentiated instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques.
- Use technology within the classroom to support instruction at each grade level and purchase needed software and supplies to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for TOSA support, curriculum development, and collaboration of best practices.
- Purchase supplemental materials and supplies as needed.
- Provide after-school support through Academic Achievement Club, sports, and other clubs to build a positive school relationship/culture.
- Receive professional development in research-based programs and practices.
- Provide opportunities for attendance at conferences to support student learning.
- Purchase technology supplies to support instruction.
- Provide release time/extra hours for curriculum development.
- Extend learning opportunities through the after school program and/or Saturdays.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release time/substitutes
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra hours
877	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 1000
5000	Title I 1000-1999: Certificated Personnel Salaries Extra pay
14000	Title I 4000-4999: Books And Supplies Materials and supplies
3000	Title I 4000-4999: Books And Supplies Materials and supplies/technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

In addition to Tier I support, staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide a push-in and/or a pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

- Extend learning opportunities through the after school program and/or Saturdays.
- Students will be trained as tutors for additional support.
- Provide small group instruction virtually for students struggling during Distance Learning.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
1000	Title I 1000-1999: Certificated Personnel Salaries Release Time
3000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier III
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one-on-one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group and/or individual instruction/intervention on campus for students struggling during Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology
2000	Title I 4000-4999: Books And Supplies Material and supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the COVID 19 pandemic, we do not have data to assess the above goal for the 2019-2020 school year. However, data from the 2018-2019 school year shows that the strategy of utilizing a Math Lab intervention to help students build foundational math skills was not effective in meeting our articulated goal in the 2018-2019 school year.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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

We will focus on the above strategies to support students in achieving this goal. We will continue to work in PLC collaborative teams to review academic data and improve instructional practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Improving the academic English language proficiency of all English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	69% of students earned Level 3 or 4 Overall performance on ELPAC Assessment.	Increase to 74% earn Level 3 or 4 Overall performance on ELPAC Assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Washington supports all students through a Multi-Tiered System of Supports. We utilize a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of our school community in order to support our students in achieving our school goals.

Tier I

Core Instructional Program

Staff will:

- Use ELPAC and iReady data to place students in appropriate level of ELD and ELA instruction.
- Use instructional aides to support teaching and learning.
- Identify the EL level for each student and know appropriate level of instruction and questioning to support the student.
- Use Achieve 3000 and Imagine Learning app to support instruction.
- Use Teacher on Special Assignment (TOSA) to support instruction and provide teachers with necessary support as needed.
- Use research-based teaching strategies such as GLAD (CCD, input charts,10:2), Thinking Maps, Cornell notes, SDAIE strategies, and differentiated instruction across all content areas.
- Receive professional development on research-based programs and practices that promote achievement for English Learners.
- Implement a wide range of depth of knowledge questions and activities/tasks to provide rigor.
- Monitor student achievement throughout each lesson using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction.
- Use written and oral language frames to support student responses.
- Collaborate through PLC's to analyze data, look at student work, and design lessons. Current research and instructional strategies will be available through conferences and professional development.
- Embed 21st Century Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) into the curriculum.
- Implement Amplify ELD as the ELD curriculum.
- Utilize technology to support and supplement curriculum for English Learners.
- Attend conferences to support student achievement.
- Purchase supplies as necessary to support instruction.
- Purchase color printer/ink to provide supplemental instructional material.
- Purchase Scope Magazine to support instruction.
- Purchase supplemental supplies to support curriculum. Teachers will be provided with release time for professional development in areas to increase student achievement.
- Purchase technology to enhance the learning and engagement for all students.
- Purchase software/applications/supplies to support instruction.
- Provide extended learning opportunities through the after school program and/or Saturday school.
- Provide release time/extra hours for curriculum development with differentiation.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

27562

Source(s)

Title I

	2000-2999: Classified Personnel Salaries Instructional aides
1000	Title I 2000-2999: Classified Personnel Salaries Translating
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
8000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier II
Small Group Intervention

In addition to Tier I support, staff will:

- Conduct parent meetings with long-term English learners to set goals and understand steps to improve.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Provide small group instruction to support language acquisition for newcomers or long-term English learners.
- Provide small group instruction virtually for students struggling during Distance Learning.
- Provide small group instruction/intervention on campus for students struggling during Distance Learning.
- Purchase additional instructional materials to support English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other items budgeted in Goals 1, 2, 4, 5

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

These strategies are available to all students in need of them.

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students to independently produce more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English learners and set goals for learning.
- Use the MTSS process for identifying and supporting English learners at this tier.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Students were placed into Designated ELD Language Arts courses to meet their developmental language needs. This helped us increase the number of students performing at Level 3 and Level 4 of language proficiency during the 2019-2020 school year.

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

Due to the COVID 19 pandemic, we spent less in this area than we had planned.

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

We will continue to focus on the tiered approach above to support our students. Students will continue to receive exposure and practice with integrated ELD strategies in addition to specific practice with ELPAC course content.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

By June 2021, we will provide a minimum of one family engagement event per month for families to participate in via zoom or in-person.

Identified Need

Increase family engagement and participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Calendar	NA	90%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Washington takes a comprehensive approach to promote parent involvement and community partnerships through outreach and regular communication designed to foster and strengthen relationships between our school community and all stakeholders.

- Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.

- Parents will be invited to attend monthly awards assemblies where students are recognized for outstanding student achievement.
- Parent training evenings offered to keep parents informed and involved in their child's education:
 - Parent Portal
 - Internet Safety
 - PIQE
 - Positive Mental Health/Suicide Prevention
 - Healthy Cooking
 - High School Information Night
 - Festivals
- Daycare will be provided as needed.
- Videos of trainings will be posted on school website when possible.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce academic concepts.
- Student-led conferences will take place in the school year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences as well as MTSS meetings.
- Translators will be provided for conferences and MTSS meetings.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Digital signage will be used for parents and visitors to be kept up on current events.
- Nutrition classes will be offered to parents.
- Classroom visitations may be scheduled for parents to observe their children in class.
- Additional resources and materials may be purchased as needed.
- Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, PTA, ELAC, School Site Council, Festivals, Showcases, and Monthly Awards Assemblies.
- Parents will be informed of school activities through Aeries Communications, school website, and the school marquee.
- Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year.
- Materials will be translated into Spanish as needed.
- Community liaison will work with students and families to promote success of all students on campus and to engage parents and community members with our campus. The community liaison will also provide parent education during school, after-school, evening, and Saturday activities as well as during conferences.
- Release time will be provided for professional development for teachers, school counselor and Community Liaison.
- Materials and supplies will be purchased for counselor to actively engage students and parents.
- Substitutes will be provided for office clerk and school secretary.
- Extra hours will be available for office staff, including community liaison and counselor.

- Partnerships will be formed with local community members to promote positive relations as well as community involvement.
- Training/meetings will be held virtually if necessary.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra hours
1500	Title I 4000-4999: Books And Supplies Materials and supplies - parent education
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies
8000	Title I 4000-4999: Books And Supplies Materials and supplies for student and parent education/participation
1000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The previous goal was focused on parent participation and volunteering on campus with school events. Due to the COVID 19 pandemic, we do not have valid data as to how well this goal was implemented.

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

Due to the COVID 19 pandemic, we did not spend as much as budgeted 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.

This goal has changed to focus on monthly family engagement events. These changes can be found above in the section for Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2021, we will increase the number of families who indicate on the parent/family survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment in both virtual and in-person instructional settings.

Identified Need

Creating a positive environment that promotes positive choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	NA	93%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Washington will continue to implement a school-wide PBIS program to promote a safe school environment and student wellness. As part of our comprehensive PBIS program, we provide Tier I, II, and III incentives to all students. PBIS is a research-based program designed to promote student social emotional learning, restorative justice, and a positive school climate.

- Assemblies/celebrations will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations, and emergency procedures.
- Monthly school wide celebrations will be held to promote a positive school climate.
- Celebrations will occur for exemplary academics, behavior, attendance, and/or citizenship.
- Rewards, incentives, and other materials will be purchased to promote a positive school climate.
- PBIS training will be provided to support teachers.

- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety, student wellness, and academic/character achievement for all.
- Release time and after school hours (pay) will be provided for MTSS support Team to support identification and implementation of interventions and analyze student data.
- Students will be encouraged to participate in promoting a positive school culture.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through lunch and after-school clubs.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Interventions will be implemented that help support student achievement such as Catch Up Cafe and Homeroom Interventions. As a PBIS strategy, we will purchase materials in order to offer incentives such as the Patriot Wheel.
- Regular emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing SWIS and Aeries for running analytics reports.
- Individual and group conferences/parent meetings will be offered to support students in making positive choices.
- Release time/extra hours will be provided for PBIS team to support implementation of PBIS and analyze data.
- Release time/extra hours will be provided to help teachers meet the social/emotional needs of our students in order to support student learning.
- Assemblies will be held to motivate and promote a positive school culture.
- PALs will be trained to promote a positive school culture.
- Extracurricular activities will be offered to support behavior during non-instructional times, such as lunch and after school (i.e theater arts, art, clubs, and sports.)
- Aeries communication and digital signage will be used to communicate with parents through phone calls, texts, emails, and marquee.
- Saturday reteaching opportunities will be offered for students struggling with engaging in positive school culture appropriately.
- Homeroom will meet weekly to support the emotional and social needs of our students.
- Transportation will be available for student activities that promote a positive school environment (sports, performing arts, community visits, etc.)
- Student attendance will be monitored through the MTSS process. Positive recognition will be provided through assemblies and rewards.
- Display boards will be purchased to display student work and positive social emotional health.
- Parent, students, staff School Compact will be signed describing expectations.
- Virtual learning will be implemented as needed using Edgenutiy and/or staff from LHCS D for students not participating in on-campus instruction.
- Safety protocols and PPE will be utilized as needed while in the COVID19 pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1440	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra hours office staff
602	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits on object 2000
8000	Title I 5000-5999: Services And Other Operating Expenditures Software support/school safety
1553	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra Hours
2000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Celebrations/rewards
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies/technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The previous goal was focused on decreasing the number of off campus suspension. Due to the COVID 19 pandemic, we do not have valid data as to how well this goal was implemented.

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

Due to the COVID 19 pandemic, we did not spend as much as budgeted 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.

This goal has changed to focus on monthly family engagement events. These changes can be found above in the section for Goal 5.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,914.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$117,764.00

Subtotal of additional federal funds included for this school: \$117,764.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental and Concentration	\$29,150.00

Subtotal of state or local funds included for this school: \$29,150.00

Total of federal, state, and/or local funds for this school: \$146,914.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration	29,150.00
Title I	117,764.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,553.00
2000-2999: Classified Personnel Salaries	30,002.00
3000-3999: Employee Benefits	5,225.00
4000-4999: Books And Supplies	81,334.00
5000-5999: Services And Other Operating Expenditures	12,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	6,553.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	1,440.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	2,357.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	18,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	800.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00

2000-2999: Classified Personnel Salaries	Title I	28,562.00
3000-3999: Employee Benefits	Title I	2,868.00
4000-4999: Books And Supplies	Title I	63,334.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,380.00
Goal 2	36,877.00
Goal 3	41,562.00
Goal 4	13,500.00
Goal 5	18,595.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Greg White	Principal
Stephanie Arballo	Parent or Community Member
Genoveva Manuel	Parent or Community Member
Leticia Reyes	Parent or Community Member
Josh Kang	Classroom Teacher
Julianna Moon	Classroom Teacher
Jason Morris	Classroom Teacher
Yannis Petrakis	Classroom Teacher
Yessica Chavez	Other School Staff
Christopher Elizarraras	Secondary Student
Andrea Guerra	Secondary Student
Natalie Rodriguez	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 19, 2019.

Attested:



Principal, Greg White on 1/20/21



SSC Chairperson, Yannis Petrakis on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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