

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Academic Middle School	10-62414-6007207		December 11, 2018

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.

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).

16/17 Parent Surveys

-Strengths: Overall quality of child's school (85%) and Overall Academic growth and How well have you been informed of child's progress (82%)

Challenges: Handling harassment and bullying (76%) and Math growth (77%)

15/16 6th-12th iPad Survey:

*84% average A (excellent) + B (good) responses on the impact of the iPad program on my child's engagement in learning.

*83.3% average A (excellent) + B (good) responses on the overall quality of the parental support and expectations regarding care and management of the iPad.

16/17 LCAP Parent Survey:

*Continue with: Tutorials and Homework Lab, LEAP program after school, free breakfast and lunch

*Suggestions to enhance: technology, one-to-one tutoring, security

*Other: happy with staff and teachers, improve facilities, improve food

15/16 Healthy Kids Survey:

*Strengths: 91% of students feel at least moderately connected to school; approximately 80% of students have never had mean rumors spread about them; 90+% of students have never consumed alcohol, tried marijuana or another inhalant; 78% of students have never experienced cyber-bullying

*Challenges: 37% reported they do not help decide class activities; 25% reported having been made fun of or insulted; 25% report chronic sad/hopeless feelings; 15% report low academic motivation

Classroom Observations

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

*Tenured teachers are formally observed 2 times per year.

*Temporary/Probationary teachers are formally observed 3-4 times per year.

*In addition, focus walks are conducted weekly by the vice-principals and principal. Classrooms are visited for about 5-10 minutes and feedback is provided both verbally and in written form.

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)

Subgroups, Content domains, and Overall achievement to guide our instruction

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

We use assessments aligned to standards to guide our instruction in order to understand students that have mastered and not mastered instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

97.5%

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

100%

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

100%

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

District Instructional Specialists are employed by the district to support instructional practices in the areas of Language Arts, Mathematics, English Language Development, Technology Integration, and Universal Design for Learning (UDL). In addition, Washington Academic Middle School has four full time Curriculum Support Providers whose job is to support instruction in the classrooms.

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

Teachers meet weekly, on Thursdays, in grade level Professional Learning Communities. This time is used to analyze student work and guide instructional practices.

Teaching and Learning

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

100%

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

Over the amount of minutes required for ELA and Math.

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

100%

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

yes

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

yes

Opportunity and Equal Educational Access

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

yes

Evidence-based educational practices to raise student achievement

yes

Parental Engagement

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

yes

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)

Yes, WAMS Cafe, monthly parent workshops for Common Core standards, PIQE, PTA, Parent/Student activity nights, College Knowledge Academy, Parent/Student Paint Night, Muffins with Mom, Donuts with Dad, Back to School, Open House, Multi-Cultural Night, College Career Day, Science Fair, Sports Banquets, STEM Banquet.

Funding

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

Yes, interventions are in place during and after school. Lunch Homework Lab, tutorials, rectification, 7th period. HYPE, SWAG.

Fiscal support (EPC)

Title III

LCAP

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

The school met with the Leadership Team, which consists the Principal, Vice Principals, Site Custodian, School Psychologists, and Curriculum Support Providers to be part of the SPSA process. After meeting as a team we received input from the School Site Council and our ELAC committee. The Leadership Team then met again to revise the plan with the input that was given from the School Site Council and ELAC committee. The final update was given to the School Site Council for their approval.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.2%	0.26%	2	3	5
African American	1.8%	1.4%	1.05%	31	26	20
Asian	9.3%	8.7%	8.55%	163	157	163
Filipino	0.6%	0.3%	0.21%	10	6	4
Hispanic/Latino	79.0%	80.1%	80.86%	1,381	1,454	1542
Pacific Islander	0.2%	0.2%	0.10%	4	3	2
White	7.6%	7.4%	7.24%	133	135	138
Multiple/No Response	1.3%	0.3%	0.26%	22	6	5
Total Enrollment				1,748	1,816	1907

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	440	445	473
Grade 7	683	699	733
Grade 8	625	672	701
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	1,748	1,816	1,907

Conclusions based on this data:

- Over the last five years our demographics have been consistent. We average about 80% Hispanic students and 8.5% Asian and 7.3% White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	303	312	265	17.3%	17.2%	13.9%
Fluent English Proficient (FEP)	550	562	626	31.5%	30.9%	32.8%
Reclassified Fluent English Proficient (RFEP)	67	65	99	24.5%	21.5%	31.7%

Conclusions based on this data:

1. For the 2017-2018, school year our English Learner Enrollment was down about 3.3%. This is due to the number of students who were reclassified. We reclassified 7% more of our English Learners than usual.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	440	449	464	434	443	458	434	443	458	98.6	98.7	98.7
Grade 7	661	694	744	657	685	734	657	684	734	99.4	98.7	98.7
Grade 8	622	656	684	613	652	682	611	652	682	98.6	99.4	99.7
All Grades	1723	1799	1892	1704	1780	1874	1702	1779	1874	98.9	98.9	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2487.	2499.	2501.	5	7.22	10.04	27	32.05	32.53	33	29.35	26.20	35	31.38	31.22
Grade 7	2531.	2518.	2518.	9	6.73	7.77	33	31.29	31.34	32	30.70	27.11	26	31.29	33.79
Grade 8	2543.	2553.	2540.	8	13.65	8.21	36	31.29	34.02	29	31.44	30.50	28	23.62	27.27
All Grades	N/A	N/A	N/A	8	9.39	8.48	32	31.48	32.60	31	30.64	28.12	29	28.50	30.79

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	9	13.09	14.41	50	50.34	43.67	41	36.57	41.92	
Grade 7	15	14.79	14.03	48	49.34	44.41	37	35.87	41.55	
Grade 8	17	18.71	16.42	48	49.85	46.63	35	31.44	36.95	
All Grades	14	15.80	14.99	49	49.78	45.04	37	34.42	39.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	12.19	14.85	49	47.86	48.25	43	39.95	36.90
Grade 7	20	15.52	15.12	55	50.81	52.59	25	33.67	32.29
Grade 8	17	19.17	15.25	55	52.45	51.91	28	28.37	32.84
All Grades	16	16.03	15.10	54	50.67	51.28	30	33.30	33.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	10.16	10.04	74	67.95	62.66	17	21.90	27.29
Grade 7	11	8.49	8.72	67	63.69	61.85	21	27.82	29.43
Grade 8	10	12.12	12.76	65	71.63	65.10	25	16.26	22.14
All Grades	10	10.24	10.51	68	67.66	63.23	21	22.10	26.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	21.44	27.29	61	51.69	51.53	24	26.86	21.18
Grade 7	20	21.08	22.07	57	50.22	50.41	23	28.70	27.52
Grade 8	19	27.30	24.19	54	51.84	50.15	27	20.86	25.66
All Grades	19	23.45	24.12	57	51.18	50.59	25	25.37	25.29

Conclusions based on this data:

1. In English Language Arts we declined 3.8 points and we are 28 points below the standard. In mathematics we declined 8.9 points and are 47.8 points below the standard.
2. Our English Learners declined 8.1 points and are 59.8 points below the standard.
3. Our Students with Disabilities increased 7.3 points and are 124.4 points below the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	439	448	461	434	446	459	433	445	459	98.9	99.6	99.6
Grade 7	660	695	742	656	689	735	654	689	735	99.4	99.1	99.1
Grade 8	622	656	684	612	653	682	611	653	682	98.4	99.5	99.7
All Grades	1721	1799	1887	1702	1788	1876	1698	1787	1876	98.9	99.4	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2481.	2495.	2500.	6	7.64	13.07	13	20.00	20.26	39	37.08	30.07	42	35.28	36.60
Grade 7	2528.	2512.	2522.	13	11.18	13.47	23	21.48	23.27	35	31.49	28.30	29	35.85	34.97
Grade 8	2559.	2566.	2527.	21	27.57	17.30	25	17.92	15.98	23	22.66	24.19	31	31.85	42.52
All Grades	N/A	N/A	N/A	14	16.28	14.77	21	19.81	19.88	31	29.66	27.24	33	34.25	38.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	12	16.85	19.39	32	37.30	34.86	56	45.84	45.75	
Grade 7	27	20.93	25.03	32	32.99	32.93	41	46.08	42.04	
Grade 8	37	40.12	27.35	30	28.79	29.85	34	31.09	42.79	
All Grades	27	26.93	24.49	31	32.53	32.28	42	40.54	43.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	6.97	13.51	39	48.99	46.41	55	44.04	40.09
Grade 7	14	12.77	14.01	42	45.86	44.35	44	41.36	41.63
Grade 8	16	20.06	13.93	51	38.44	42.08	34	41.50	43.99
All Grades	13	13.99	13.86	45	43.93	44.03	43	42.08	42.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	10.79	13.07	51	47.64	42.92	43	41.57	44.01
Grade 7	16	13.08	14.69	65	59.45	59.32	19	27.47	25.99
Grade 8	17	23.43	15.74	59	49.31	48.38	24	27.26	35.88
All Grades	14	16.29	14.67	59	52.80	51.33	27	30.91	33.99

Conclusions based on this data:

1. We declined 8.9 points and are 47.8 points below the standard.
2. Our English Learners declined 2.9 points and are 73.9 points below the standard.
3. Our Students with Disabilities increased 5.5 points and are 150.9 points below the standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1506.5	1494.2	1518.4	84
Grade 7	1521.0	1511.4	1530.0	83
Grade 8	1516.6	1508.8	1523.9	79
All Grades				246

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	38	45.24	28	33.33	12	14.29	84
Grade 7	25	30.12	29	34.94	17	20.48	12	14.46	83
Grade 8	15	18.99	33	41.77	19	24.05	12	15.19	79
All Grades	46	18.70	100	40.65	64	26.02	36	14.63	246

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	21	25.00	44	52.38	*	*	*	*	84
Grade 7	37	44.58	29	34.94	*	*	*	*	83
Grade 8	33	41.77	27	34.18	*	*	*	*	79
All Grades	91	36.99	100	40.65	26	10.57	29	11.79	246

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	15	17.86	32	38.10	32	38.10	84
Grade 7	14	16.87	21	25.30	22	26.51	26	31.33	83
Grade 8	*	*	24	30.38	14	17.72	34	43.04	79
All Grades	26	10.57	60	24.39	68	27.64	92	37.40	246

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	19	22.62	53	63.10	12	14.29	84
Grade 7	30	36.14	42	50.60	11	13.25	83
Grade 8	27	34.18	40	50.63	12	15.19	79
All Grades	76	30.89	135	54.88	35	14.23	246

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	36	42.86	41	48.81	*	*	84
Grade 7	44	53.01	32	38.55	*	*	83
Grade 8	46	58.23	25	31.65	*	*	79
All Grades	126	51.22	98	39.84	22	8.94	246

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	15	17.86	63	75.00	84
Grade 7	16	19.28	23	27.71	44	53.01	83
Grade 8	*	*	25	31.65	47	59.49	79
All Grades	29	11.79	63	25.61	154	62.60	246

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	72	85.71	*	*	84
Grade 7	*	*	68	81.93	*	*	83
Grade 8	11	13.92	61	77.22	*	*	79
All Grades	22	8.94	201	81.71	23	9.35	246

Conclusions based on this data:

- 59.35% of our students scored in level 3 or 4 on the ELPAC Test.
- In the oral language part of the exam 77.4% of our students were at level 4 or 3.
- In the writing domain 8.94% of our students were in the Well Developed Category.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,907	82.5%	13.9%	0.9%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	265	13.9%
Foster Youth	18	0.9%
Homeless	37	1.9%
Socioeconomically Disadvantaged	1,573	82.5%
Students with Disabilities	166	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.0%
American Indian	5	0.3%
Asian	163	8.5%
Filipino	4	0.2%
Hispanic	1,542	80.9%
Two or More Races	28	1.5%
Pacific Islander	2	0.1%
White	138	7.2%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our English Learners are in the Orange in both ELA and Math.
2. Our Asian students are in the Green in both ELA and Math.
3. Our Students with disabilities are in the red when it comes to suspension rates.

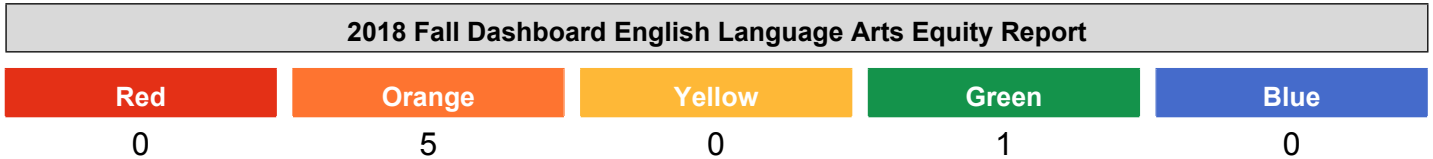
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 28 points below standard Declined -3.8 points 1799 students	<p>English Learners</p>  Orange 59.8 points below standard Declined -8.1 points 634 students	<p>Foster Youth</p>  No Performance Color 53.2 points below standard Maintained 2.8 points 13 students
<p>Homeless</p>  No Performance Color 74.1 points below standard Increased 9.2 points 28 students	<p>Socioeconomically Disadvantaged</p>  Orange 35.7 points below standard Declined -4.3 points 1495 students	<p>Students with Disabilities</p>  Orange 124.4 points below standard Increased 7.3 points 153 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 23.6 points below standard Declined -14.7 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 24.2 points above standard Increased 3.2 points 161 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.6 points below standard Declined -4.3 points 1457 students	 No Performance Color 29.5 points above standard Increased 46.5 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 6.6 points below standard Declined -7.8 points 126 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
135.6 points below standard Declined -18.8 points 222 students	18.9 points below standard Maintained -2.9 points 412 students	19.9 points below standard Maintained -1.9 points 941 students

Conclusions based on this data:

1. Our Asian students
 - 24.2 points above standard
 - Increased 3.2 Points
2. Overall
 - 28 points below standard
 - Declined -3.8 Points
3. Our English Learners
 - 59.8 points below standard
 - Declined -8.1 Points

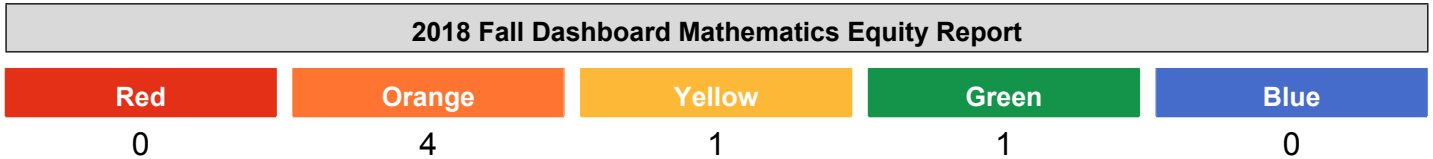
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 47.8 points below standard Declined -8.9 points 1795 students	<p>English Learners</p>  Orange 73.9 points below standard Maintained -2.9 points 633 students	<p>Foster Youth</p>  No Performance Color 91.8 points below standard Declined -16.2 points 12 students
<p>Homeless</p>  No Performance Color 94.3 points below standard Increased 4.2 points 28 students	<p>Socioeconomically Disadvantaged</p>  Orange 55.6 points below standard Declined -8.6 points 1490 students	<p>Students with Disabilities</p>  Orange 150.9 points below standard Increased 5.5 points 154 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35 points below standard Maintained -1.7 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 18.7 points above standard Declined -11 points 161 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.6 points below standard Declined -9.4 points 1453 students	 No Performance Color 18.7 points above standard Increased 60.2 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 11.4 points below standard Declined -5.9 points 126 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
151.4 points below standard Declined -10.2 points 222 students	32 points below standard Maintained 0.8 points 411 students	43.4 points below standard Declined -10.7 points 938 students

Conclusions based on this data:

1. For all students in math
 - 47.8 points below standard
 - Declined -8.9 Points
2. For our Asian students
 - 18.7 points above standard
 - Declined -11 Points
3. For our English learners
 - 73.9 points below standard
 - Maintained- 2.9 Points

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
246	18.7%	40.7%	26%	14.6%

Conclusions based on this data:

1. 59.8 points below standard
Declined -8.1 Points in ELA
2. 73.9 points below standard
Maintained -2.9 Points in Mathematics
3. 7.3% suspended at least once
Increased 2.4% for English Learners

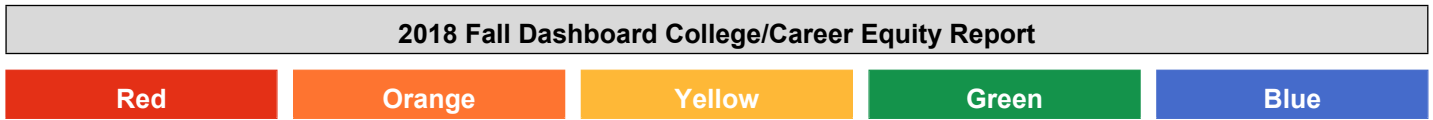
School and Student Performance Data

Academic Performance College/Career

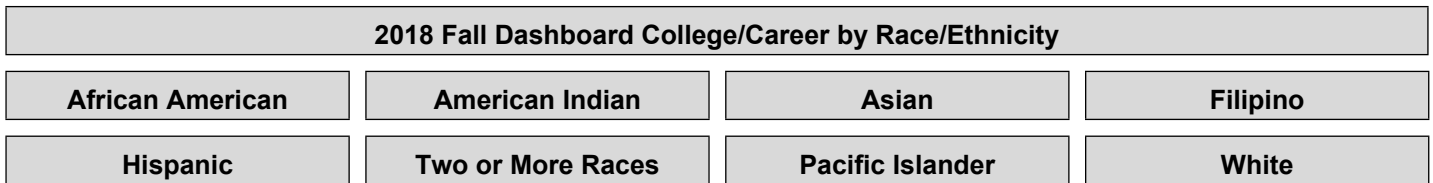
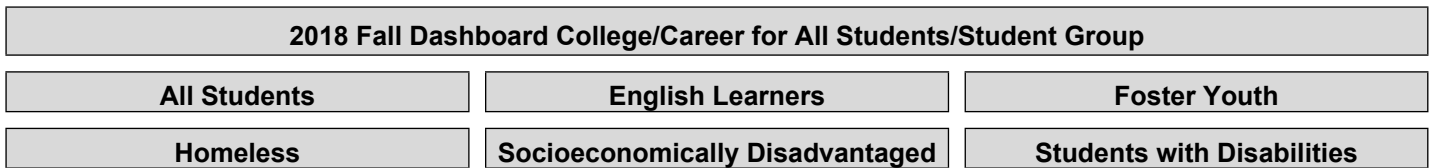
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

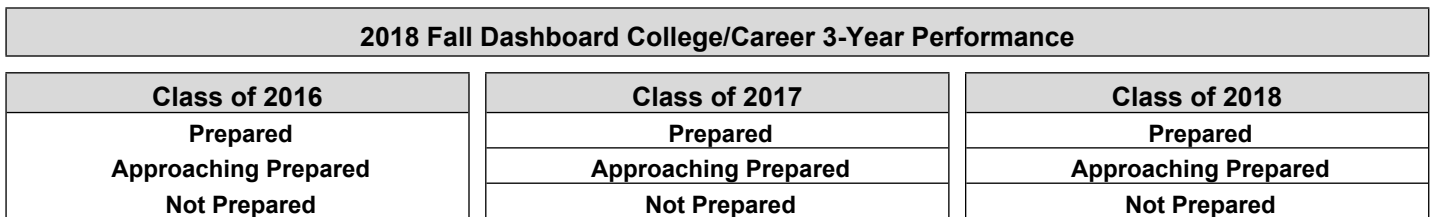
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

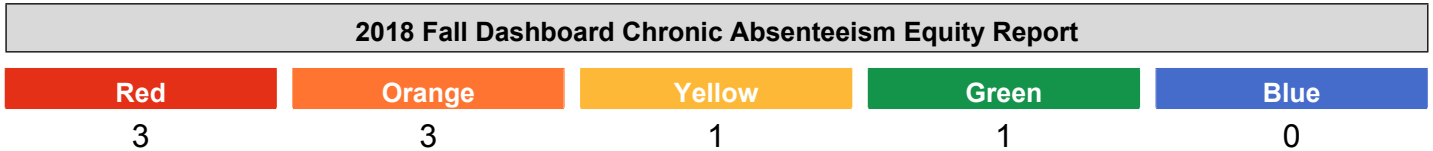
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 9.5% chronically absent Increased 2% 1985 students	<p>English Learners</p>  Red 11.5% chronically absent Increased 3.1% 322 students	<p>Foster Youth</p>  No Performance Color 26.7% chronically absent Increased 13.3% 30 students
<p>Homeless</p>  Red 23.1% chronically absent Increased 11% 39 students	<p>Socioeconomically Disadvantaged</p>  Orange 10.4% chronically absent Increased 2.4% 1664 students	<p>Students with Disabilities</p>  Red 16.8% chronically absent Increased 3.1% 184 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.3% chronically absent Declined 8.8% 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 3% chronically absent Increased 2.4% 169 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10% chronically absent Increased 2.4% 1608 students	 Green 6.1% chronically absent Declined 3.9% 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 12% chronically absent Maintained 0.1% 142 students

Conclusions based on this data:

- For students with disabilities 16.8% chronically absent

Increased 3.1% Significantly
- For students who are English Learners

11.5% chronically absent

Increased 3.1% Significantly
- For Homeless Students

23.1% chronically absent

Increased 11%

School and Student Performance Data

Academic Engagement Graduation Rate

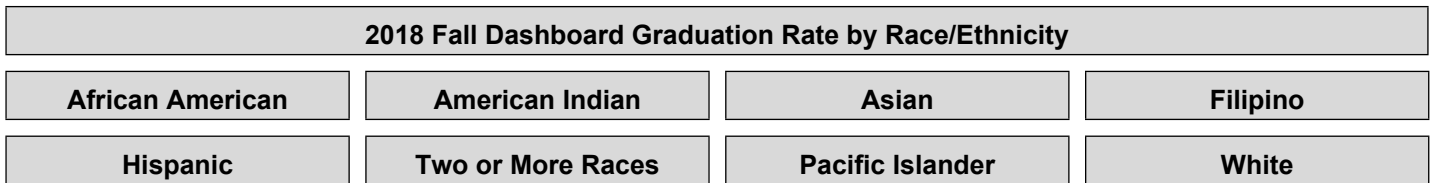
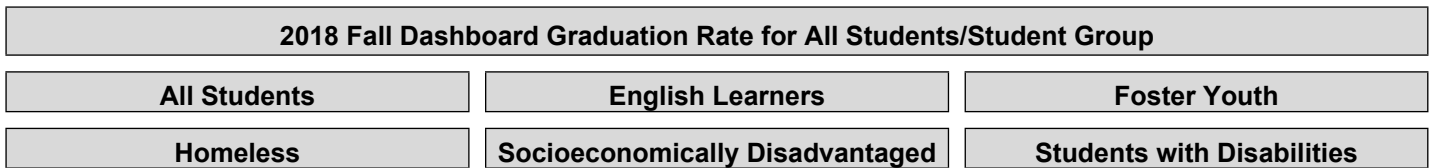
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

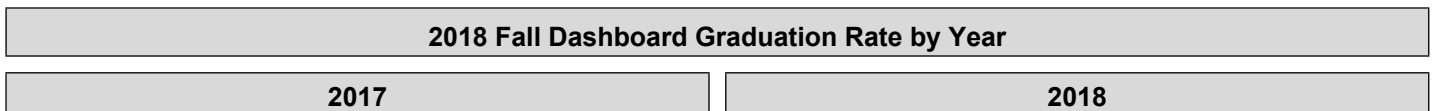
This section provides number of student groups in each color.



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.

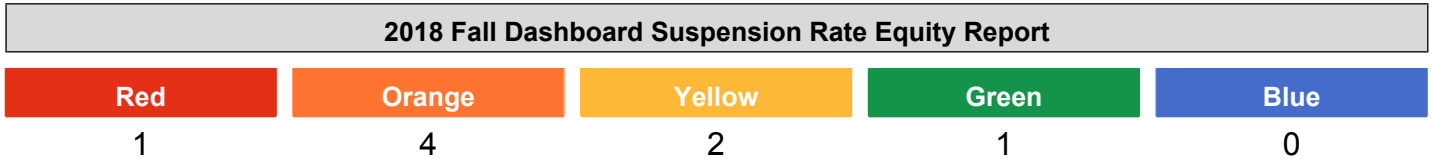
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 6.9% suspended at least once Increased 1.5% 2011 students	<p>English Learners</p>  Orange 7.3% suspended at least once Increased 2.4% 327 students	<p>Foster Youth</p>  No Performance Color 21.9% suspended at least once Declined -4.8% 32 students
<p>Homeless</p>  Yellow 10% suspended at least once Declined -11.2% 40 students	<p>Socioeconomically Disadvantaged</p>  Orange 7.6% suspended at least once Increased 2% 1689 students	<p>Students with Disabilities</p>  Red 11.8% suspended at least once Increased 4.5% 186 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19% suspended at least once Increased 7.5% 21 students	 No Performance Color Less than 11 Students - Data 6 students	 Yellow 1.2% suspended at least once Increased 0.6% 169 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.1% suspended at least once Increased 1.4% 1630 students	 Green 6.1% suspended at least once Declined -0.6% 33 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 10.3% suspended at least once Increased 3.3% 146 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.2% suspended at least once	5.4% suspended at least once	6.9% suspended at least once

Conclusions based on this data:

1. Suspension rate for all students

6.9% suspended at least once
Increased 1.5%

2. Students with disabilities is in the red.

11.8% suspended at least once
Increased 4.5%
Significantly

3. Suspension rate for English Learners
Hispanic
Socioeconomically Disadvantaged
White
is in the orange.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

Goal 1

SMART Goal ELA:

For the 2018-19 school year, Washington Academic Middle School will improve by 5 scale score points to move from 28__ to _23_ (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Washington Academic Middle School will improve by 22 scale score points to move from _47_ to _25_ (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA DF3 -28	CAASPP ELA will improve by a scale score of 5 so our distance from three is at 23 which will move us from orange to yellow.
CAASPP Math	CAASPP Math DF3 -47.8	CAASPP ELA will improve by a scale score of 22 so our distance from three is at 25 which will move us from orange to yellow.

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 will be able to use the Ipad and be in direct contact with their teacher.

Strategy/Activity

Technology Integration--All teachers will be trained on how to use Google Classroom in order to help them facilitate the integration of technology into their classrooms.

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)

5,000

Source(s)

LCAP Additional Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instructional rounds--All teachers will be given an opportunity to observe their peers implementing UDL Strategies via instructional rounds.

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)

381,877

Source(s)

LCAP Additional Site Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be exposed to the STEM wheel or the STEM Elective which will prepare them for the transition to SHS.

Strategy/Activity

S.T.E.M. Class materials

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)

25,461 LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners and students with disabilities.

Strategy/Activity

Teacher Professional Development

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)
5,000 LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Printing Costs

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)
5,000 LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Books

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)
39, 457 LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Library Resource

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)

17,159

Source(s)

LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Data Analysis

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)

45,554

Source(s)

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Science lab materials

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)

10, 000

Source(s)

LCAP Additional Site Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Instructional Coaching

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)

381,877

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners,

Strategy/Activity

Intervention Teachers

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)

45,000

Source(s)

LCAP Additional Site Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

Goal 2

SMART Goal ELA:

For the 2018-19 school year, _(school)___ Socioeconomically Disadvantaged will improve by 10.7 scale score points to move from _35.7_ to _25_ (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, _(school)___ English Learners will improve by 34.8 scale score points to move from 59.8 to _25_ (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, _(school)___ SWD will improve by 119.6 scale score points to move from _124.4_ to 25 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, _(school)___ Socioeconomically Disadvantaged will improve by 30.6 scale score points to move from _55.6_ to _25_ (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, _(school)___ English Learners will improve by 48.9 scale score points to move from _73.9_ to _25_ (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, _(school)___ SWD will improve by 125.9 scale score points to move from _150.9_ to _25_ (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

English Learners

Strategy/Activity

English Learner Development will develop effective lessons to increase the number of students who are making progress on the ELPAC

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)

74,149

20,000

1000

Source(s)

LCFF

Title I

LCAP Additional Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Coteaching

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)

5,788

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SPED population

Strategy/Activity

SPED Services--Provide training for SPED teachers on co-teaching.

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)
2,500	LCFF - Supplemental
2,000	LCFF - Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Goal 3

We will maintain a safe school environment conducive to optimal learning.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Parent Involvement

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)
1000	LCAP Additional Site Allocation
200	LCAP Additional Site Allocation
500	LCAP Additional Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Connections/Mentoring

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)

51,448

LCFF - Supplemental

102,895

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a merit market store for PBIS incentives

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

LCAP PBIS

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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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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	\$429,455
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$413,492

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 (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$413,492

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
- 5 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Jeremy Alvarado	Principal
Jennifer Calderon	Classroom Teacher
Felipe Cobarruvias	Classroom Teacher
Yeng Xiong	Classroom Teacher
Daniel Cuellar	Other School Staff
David Garza III	Classroom Teacher
Frank Sanchez	Parent or Community Member
Hortencia Garza	Parent or Community Member
Miguel Jaramillo	Parent or Community Member
Monica Rios	Parent or Community Member
Edgar Acebedo	Parent or Community Member
Judy Duran	Classroom Teacher
Sandra Cuellar	Parent or Community Member
Leo Gonzalez	Parent or Community Member

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
	Other: School Site Council Representative.

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 October 23, 2018.

Attested:

Principal, Leo Castillo on
SSC Chairperson, Jeremy Alvarado 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/>

Developed by the California Department of Education, January 2019