



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
Eastside Elementary School	19644776012967	5/22/2020	

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

Additional Targeted Support and Improvement

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.

School Plan will include a comprehensive needs assessment with analysis of verifiable state and local data, consistent with state priorities, as well as the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing goals. School Plan will address Stakeholder involvement, goals to improve student outcomes, evidence-based strategies, actions, and services, as well as proposed expenditures.

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).

The Eastside Union School District and Eastside Elementary School conduct periodic surveys throughout the year. At each parent meeting, parents are provided an opportunity to formally submit questions and concerns to the administration. The majority of parents support the school climate and believe the learning environment to be positive with staff who care about student success in all areas and have high expectations for all students to achieve their highest potential. At the end of every school year, students, parents, and staff members electronically complete a climate survey that is reviewed for the incoming school year. Changes and considerations are made.

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 use classroom informal and formal observations, including weekly coaching and guided visits to look for evidence of classroom instruction, student behavior, evidence of district adopted programs, and differentiated instruction. Under classroom instruction administrators found evidence displayed within teacher lesson plans, smooth transitions within the classroom were observed, and the use of different student engagement activities to practice learning. In addition, administrators observed students working in whole groups, small groups, independently at desks, computers, and work centers. Evidence of district adopted programs was observed through bulletin board displays, the use of student texts and classroom activities, and the use of computer programs. In addition they observed teachers working with individuals or small groups, including during ELD time. In addition, the Eastside Union School District utilizes Instructional Leadership Teams and Culture and Climate Teams to provide school administrators with imperative information regarding school initiatives.

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)

Students participated in SBAC, CMA, ELPAC, and Common Grade-Level Assessments. At the start of each year, teachers review student performance on required state and local assessments to evaluate the effectiveness of the instructional program, make adjustments, and establish goals for the coming year. Through a review of this data, staff identifies the need for targeted interventions. Additionally, teachers are assessing student progress weekly using common formative and summative assessments. Data is used to make instructional and curricular decisions to improve student achievement.

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

Teachers work in Professional Learning Communities, led by Instructional Leadership Teams and Culture and Climate Teams to identify standards, develop curriculum and lesson plans, create formative assessments, reteach, and extend learning using oral and written language techniques and math. Teachers are encouraged to check for understanding frequently before moving on to the next lesson. With the assistance of administrative staff, data and instruction are reviewed. As the staff looks for strengths and weaknesses, the school plan is improved to accommodate and adjust areas of need and focus. Grade level collaboration meetings are held where staff creates action plans and lesson plans that focus on school, grade level or individual students and standards that meet improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Eastside Elementary currently has 19 out of 21 teachers fully credentialed.

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

All staff development days are carefully planned and topics are aligned to support the Common Core State Standards. Planning time is provided for teachers to create lesson plans and review student performance of common assessments that are based on Common Core State Standards. Teachers meet to set short-term and long-term goals, develop common formative assessments, review student performance data, create lesson plans and implement intervention strategies and best practices to ensure that students are reaching proficiency at their current grade level. Site funds are available for staff to participate in off-site professional development. As a result, the school uses general staff meetings, grade-level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are also provided professional development in Math, ELA, and ELD.

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

Staff development opportunities are aligned to the common core standards, assessed learner performance, and the professional needs of the staff. Instructional Leadership Team and Culture and Climate Team with the administration have developed Staff Development opportunities based on the needs and assessments described in the school site plan. Eastside Elementary staff is committed to high learner achievement and exemplary professional staff development.

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

Professional Development is provided for all teachers on Common Core State Standards and the adopted math and language arts curriculum. A consultant is provided for all teachers providing instructional support and assistance, in ELA, Math, and ELD. Opportunities are available for teachers to attend conferences and other workshops to increase student achievement by utilizing the best teaching practices.

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

Teachers are provided time to meet with their grade levels to collaborate, evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress.

Teaching and Learning

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

All curriculum, assessments, report cards, and testing all subjects is aligned to meet the CCSS. All textbooks are from the state adopted list of instructional materials and are provided for each student in grades Kindergarten through 6th grade. Consumable supplemental materials are provided to teachers and students to help increase learners' skills through additional practice in the areas of math, spelling, and grammar. Instruction is standards-based and is provided in classrooms using many strategies and techniques (i.e. cooperative learning, small groups, reteaching and individual assistance as well as ELD strategies) to assure that learners have full access to the core curriculum. Several in-services were dedicated to familiarizing them to the different standards and what was now considered grade-level standards, according to the CCSS. The staff has developed explicit direct instructional strategies to use with the curriculum. These strategies include using a diverse array of checking for understanding and formative assessments. Several training days and collaboration days have been built into the schedule to allow teachers time to develop their skills and teaching strategies within the common core curriculum. Strategies include using the state standards to dissect the learning objective, math and reading skills tutorials, EL tutorials, peer tutors, flexible ability groupings in math, reading, and ELD, team teaching, and a BTSA provider for new teachers.

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

The Eastside Union School District is committed to providing all students opportunities to learn. Students at Eastside Elementary are given more instructional minutes than required by the state of California in both reading/ language arts and mathematics.

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

All textbooks, in English Language Arts, Mathematics, Science and Social Studies are from the state adopted list of instructional materials and are provided for each student in grades Kindergarten through 6th grade. Common pacing guides are used in mathematics and are being developed for language arts.

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

Teachers and students are provided with instructional materials that are grade-level appropriate for all learner groups. Students who are achieving below grade level are provided with additional materials to build their skills as a form of Response to Intervention and Extended Learning Opportunities. Teachers include research-based engagement strategies in their instruction to support student learning.

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

The Eastside Union School District has adopted SBE and standards aligned instructional materials for all students. Research based interventions are provided for the struggling learners and EL students.

Opportunity and Equal Educational Access

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

Services provided by the regular program include, but are not limited to, peer and cooperative grouping, computer language/word processing, intervention strategies, direct instruction, use of manipulative and learning centers, art instruction, library with a full time classified employee as a librarian. Student Success Team (SST) meetings are held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school, including referrals to site Counselor and Mental Health Therapist. Special Education Individualized Educational Plans (IEP) developed for determining educational goals. Students in speech and resource (RSP).School-based Special Day Class Program.

Evidence-based educational practices to raise student achievement

Educational practices are considered to raise student achievement; Student performance on standardized tests, English Learner reclassification rate, and school attendance are considered when making educational decisions.

Parental Engagement

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

The Eastside Union School District and Eastside Elementary School provide many opportunities for parents to receive "parent development" in order to assist their students. Parent University, ELAC, SSC, and parent education occur throughout the school year. Accommodations and guidelines will be made due to COVID-19.

Other resources include:

- * Back to School Night
- * Parent Conferences
- * SST meetings to assess and assist student needs with faculty/parent input
- * Mental Health referrals
- * Attention to Attendance Meetings
- * Events coordinated by Community Parent Liaison
- * Special Education (SDC, RSP, Speech)
- * Kinder Open House
- * Student "SOAR" Awards
- * Student Attendance Awards
- * Accelerated Reader Student Recognition
- * Ongoing parent communication
- * Assemblies focused on educational and character trait development
- * Enrichment field trips
- * Teacher notes/communication systems
- * Instructional assistants for academics in RSP/SDC

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)

Parents are encouraged to participate in various school committees and school-wide activities. Eastside Elementary promotes and encourages family-friendly volunteer recruitment. We offer training to parents regarding curricular and budgetary decision-making through parent committees, such as the School Site Council and our ELAC committee. We identify needs and provide resources and services from the community for our families, such as English Classes and Financial/Budgeting Classes as well as Nutrition Classes. Positive parenting classes will be offered as appropriate throughout the school year. All materials going home will be available in Spanish. We offer translation for parent conferences, newsletters, meetings and other events to include our Spanish speaking community. Accommodations and guidelines will be made due to COVID-19

Funding

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

Categorical funds provide Staff Development Workshops within and outside the district, instructional materials, as well as the salaries for some of our support staff.

Fiscal support (EPC)

District and site level funding.

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 ELAC advises the school principal and staff on the school's program for English learners. The ELAC advises the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. Through attendance and information given at LCAP meetings, the School Site Council helps monitor the implementation of our School Plan for Student Achievement (SPSA),

helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

Resource Inequities

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

When considering resource inequities we looked at time, people, and funding. In each of these categories we considered whether or not these resources are allocated equitably across the district. Instructional time at each school site is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation 6112 and all elementary schools have the same number of instructional minutes. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides), and all school offices are staffed with an office manager, an attendance clerk, and a health clerk. Two district nurses support schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses. Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that no resource inequities exist across the district. Eastside does not have any identified resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.33%	0.18%	3	2	1
African American	10.1%	11.83%	10.35%	60	71	59
Asian	%	%	%			
Filipino	0.5%	0.50%	0.35%	3	3	2
Hispanic/Latino	74.7%	74.67%	77.37%	443	448	441
Pacific Islander	%	%	0.53%			3
White	11.8%	10.17%	9.12%	70	61	52
Multiple/No Response	%	%	%			
Total Enrollment				593	600	570

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	77	85	85
Grade 1	70	71	68
Grade 2	77	76	73
Grade3	94	79	78
Grade 4	81	98	80
Grade 5	89	87	89
Grade 6	105	104	97
Total Enrollment	593	600	570

Conclusions based on this data:

1. Eastside Elementary School has an ethnic population blend of approximately 75% Hispanic, 10% White (non Hispanic), 12% African-American (non Hispanic), and 3% other.
2. We have maintained percentage of ethnic population for last 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	243	239	244	41.0%	39.8%	42.8%
Fluent English Proficient (FEP)	64	64	52	10.8%	10.7%	9.1%
Reclassified Fluent English Proficient (RFEP)	20	25	0	8.7%	10.3%	0.0%

Conclusions based on this data:

1. Eastside Elementary School has maintained an average of 40% EL students for the past 3 years.
2. There was a slight growth of English Learners by 3%.

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 3	95	80	74	90	76	74	90	75	74	94.7	95	100
Grade 4	77	92	78	73	91	77	73	91	77	94.8	98.9	98.7
Grade 5	91	85	94	89	84	94	89	84	94	97.8	98.8	100
Grade 6	103	102	106	99	98	105	99	98	105	96.1	96.1	99.1
All Grades	366	359	352	351	349	350	351	348	350	95.9	97.2	99.4

* 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 3	2364.	2374.	2388.	5.56	6.67	14.86	15.56	18.67	13.51	25.56	28.00	29.73	53.33	46.67	41.89
Grade 4	2388.	2408.	2399.	1.37	7.69	11.69	16.44	17.58	7.79	19.18	20.88	22.08	63.01	53.85	58.44
Grade 5	2415.	2421.	2447.	2.25	5.95	8.51	15.73	14.29	21.28	21.35	20.24	25.53	60.67	59.52	44.68
Grade 6	2456.	2466.	2458.	8.08	5.10	2.86	14.14	19.39	16.19	25.25	32.65	31.43	52.53	42.86	49.52
All Grades	N/A	N/A	N/A	4.56	6.32	8.86	15.38	17.53	15.14	23.08	25.57	27.43	56.98	50.57	48.57

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 3	6.67	9.33	14.86	35.56	40.00	40.54	57.78	50.67	44.59
Grade 4	9.59	6.59	10.39	35.62	53.85	32.47	54.79	39.56	57.14
Grade 5	7.87	9.52	11.70	33.71	33.33	44.68	58.43	57.14	43.62
Grade 6	7.07	4.08	6.67	36.36	45.92	33.33	56.57	50.00	60.00
All Grades	7.69	7.18	10.57	35.33	43.68	37.71	56.98	49.14	51.71

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 3	3.33	10.96	8.11	50.00	41.10	41.89	46.67	47.95	50.00
Grade 4	6.85	6.59	7.79	31.51	36.26	33.77	61.64	57.14	58.44
Grade 5	10.11	8.33	8.70	42.70	34.52	53.26	47.19	57.14	38.04
Grade 6	12.12	8.16	4.76	28.28	38.78	44.76	59.60	53.06	50.48
All Grades	8.26	8.38	7.18	38.18	37.57	43.97	53.56	54.05	48.85

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 3	5.56	9.33	17.57	62.22	61.33	60.81	32.22	29.33	21.62
Grade 4	4.11	5.49	6.49	49.32	64.84	62.34	46.58	29.67	31.17
Grade 5	4.49	2.38	7.53	49.44	46.43	53.76	46.07	51.19	38.71
Grade 6	3.03	6.12	2.86	56.57	61.22	61.90	40.40	32.65	35.24
All Grades	4.27	5.75	8.02	54.70	58.62	59.60	41.03	35.63	32.38

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 3	7.78	9.33	20.27	38.89	50.67	44.59	53.33	40.00	35.14
Grade 4	5.48	13.19	6.49	41.10	47.25	46.75	53.42	39.56	46.75
Grade 5	4.49	10.71	11.83	34.83	30.95	45.16	60.67	58.33	43.01
Grade 6	11.11	16.33	6.67	43.43	58.16	51.43	45.45	25.51	41.90
All Grades	7.41	12.64	10.89	39.60	47.13	47.28	52.99	40.23	41.83

Conclusions based on this data:

1. Overall, in ELA there was slight decrease of percent of students not meeting standards by approximately 6%.
2. There was an slight increase in students exceeding standards in 4th grade ELA by 6%.
3. As compared to the previous year data, all grades showed an increase in their mean scale score in ELA.

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 3	95	80	73	92	76	73	92	76	73	96.8	95	100
Grade 4	77	93	78	74	92	77	74	92	77	96.1	98.9	98.7
Grade 5	91	85	92	90	84	91	90	84	91	98.9	98.8	98.9
Grade 6	103	102	105	99	98	105	99	98	105	96.1	96.1	100
All Grades	366	360	348	355	350	346	355	350	346	97	97.2	99.4

* 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 3	2391.	2390.	2391.	2.17	3.95	4.11	15.22	15.79	27.40	38.04	35.53	26.03	44.57	44.74	42.47
Grade 4	2404.	2409.	2400.	1.35	5.43	1.30	16.22	13.04	10.39	27.03	31.52	29.87	55.41	50.00	58.44
Grade 5	2414.	2398.	2424.	1.11	2.38	4.40	2.22	3.57	7.69	25.56	15.48	26.37	71.11	78.57	61.54
Grade 6	2437.	2443.	2428.	5.05	2.04	1.90	6.06	10.20	6.67	28.28	30.61	23.81	60.61	57.14	67.62
All Grades	N/A	N/A	N/A	2.54	3.43	2.89	9.58	10.57	12.14	29.86	28.29	26.30	58.03	57.71	58.67

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 3	8.70	15.79	10.96	44.57	32.89	39.73	46.74	51.32	49.32
Grade 4	8.11	9.78	3.90	18.92	18.48	23.38	72.97	71.74	72.73
Grade 5	2.22	3.57	5.49	17.78	15.48	21.98	80.00	80.95	72.53
Grade 6	8.08	8.16	5.71	15.15	23.47	17.14	76.77	68.37	77.14
All Grades	6.76	9.14	6.36	24.23	22.29	24.57	69.01	68.57	69.08

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 3	7.61	11.84	16.44	48.91	40.79	46.58	43.48	47.37	36.99
Grade 4	2.70	8.70	2.60	40.54	35.87	31.17	56.76	55.43	66.23
Grade 5	0.00	2.38	2.20	32.22	20.24	36.26	67.78	77.38	61.54
Grade 6	5.05	5.10	0.95	30.30	34.69	25.71	64.65	60.20	73.33
All Grades	3.94	6.86	4.91	37.75	32.86	34.10	58.31	60.29	60.98

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 3	7.61	6.58	16.44	46.74	52.63	42.47	45.65	40.79	41.10
Grade 4	5.41	7.61	7.79	35.14	38.04	27.27	59.46	54.35	64.94
Grade 5	3.33	1.19	2.20	28.89	26.19	39.56	67.78	72.62	58.24
Grade 6	7.07	6.12	5.71	31.31	33.67	25.71	61.62	60.20	68.57
All Grades	5.92	5.43	7.51	35.49	37.14	33.24	58.59	57.43	59.25

Conclusions based on this data:

1. Overall, in math a significant growth was not made.
2. There was a slight increase in students exceeding standards in 4th grade math by 4%.

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 K	1414.9	1400.8	1425.8	1416.3	1389.3	1364.6	43	38
Grade 1	1458.0	1450.7	1448.2	1453.4	1467.2	1447.5	34	34
Grade 2	1479.3	1490.9	1470.7	1483.7	1487.2	1497.5	34	34
Grade 3	1472.4	1497.7	1465.2	1496.6	1479.0	1498.2	45	30
Grade 4	1501.3	1508.8	1494.2	1506.2	1507.8	1510.8	30	40
Grade 5	1481.1	1529.9	1477.3	1521.1	1484.5	1538.3	31	30
Grade 6	1495.1	1508.5	1489.8	1511.1	1499.8	1505.6	24	36
All Grades							241	242

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
K	*	0.00	30.23	23.68	32.56	55.26	*	21.05	43	38
1	*	8.82	44.12	32.35	*	47.06	*	11.76	34	34
2	38.24	17.65	41.18	41.18	*	41.18	*	0.00	34	34
3	*	20.00	40.00	33.33	24.44	40.00	33.33	6.67	45	30
4	*	27.50	60.00	32.50	*	22.50	*	17.50	30	40
5	*	23.33	41.94	53.33	*	16.67	*	6.67	31	30
6		11.11	*	25.00	54.17	47.22	*	16.67	24	36
All Grades	16.18	15.29	40.66	33.88	28.22	38.84	14.94	11.98	241	242

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
K	*	5.26	41.86	36.84	*	36.84	*	21.05	43	38
1	38.24	14.71	41.18	32.35	*	44.12	*	8.82	34	34
2	50.00	23.53	35.29	50.00	*	26.47	*	0.00	34	34
3	*	46.67	42.22	16.67	*	26.67	*	10.00	45	30
4	36.67	47.50	46.67	22.50	*	10.00	*	20.00	30	40
5	*	50.00	48.39	36.67	*	6.67	*	6.67	31	30
6	*	22.22	58.33	47.22	*	22.22		8.33	24	36
All Grades	28.22	29.34	43.98	34.71	16.60	24.79	11.20	11.16	241	242

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.63	*	7.89	39.53	65.79	25.58	23.68	43	38
1	35.29	8.82	*	23.53	*	50.00	*	17.65	34	34
2	35.29	11.76	41.18	47.06	*	29.41	*	11.76	34	34
3		6.67	*	33.33	31.11	43.33	46.67	16.67	45	30
4	*	5.00	36.67	32.50	*	35.00	*	27.50	30	40
5	*	13.33	*	13.33	*	56.67	35.48	16.67	31	30
6		2.78		13.89	45.83	27.78	54.17	55.56	24	36
All Grades	14.94	7.02	25.73	24.38	29.88	43.80	29.46	24.79	241	242

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
K	67.44	23.68	25.58	68.42	*	7.89	43	38
1	64.71	47.06	*	44.12	*	8.82	34	34
2	67.65	44.12	*	55.88	*	0.00	34	34
3	*	16.67	64.44	56.67	*	26.67	45	30
4	*	27.50	66.67	60.00	*	12.50	30	40
5	*	13.33	58.06	73.33	*	13.33	31	30
6	*	8.33	58.33	63.89	*	27.78	24	36
All Grades	42.74	26.03	46.47	60.33	10.79	13.64	241	242

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
K	*	7.89	69.77	68.42	*	23.68	43	38
1	*	5.88	67.65	67.65	*	26.47	34	34
2	41.18	14.71	47.06	79.41	*	5.88	34	34
3	35.56	56.67	40.00	40.00	24.44	3.33	45	30
4	60.00	55.00	*	30.00	*	15.00	30	40
5	*	70.00	54.84	20.00	*	10.00	31	30
6	*	58.33	70.83	33.33	*	8.33	24	36
All Grades	29.88	37.60	53.94	48.76	16.18	13.64	241	242

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
K	*	2.63	60.47	84.21	*	13.16	43	38
1	38.24	23.53	44.12	47.06	*	29.41	34	34
2	50.00	11.76	*	76.47	*	11.76	34	34
3	*	6.67	48.89	56.67	48.89	36.67	45	30
4	*	7.50	73.33	62.50	*	30.00	30	40
5	*	20.00	54.84	60.00	41.94	20.00	31	30
6		5.56		22.22	100.00	72.22	24	36
All Grades	17.43	10.74	46.06	58.68	36.51	30.58	241	242

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
K	*	15.79	48.84	44.74	30.23	39.47	43	38
1	32.35	11.76	52.94	67.65	*	20.59	34	34
2	32.35	17.65	58.82	73.53	*	8.82	34	34
3	*	20.00	62.22	63.33	28.89	16.67	45	30
4	*	12.50	66.67	57.50	*	30.00	30	40
5	*	10.00	51.61	76.67	*	13.33	31	30
6		11.11	87.50	69.44	*	19.44	24	36
All Grades	19.09	14.05	59.75	64.05	21.16	21.90	241	242

Conclusions based on this data:

- 1. In Overall Language, 44% of students scored at Level 3.
- 2. In the area of Speaking Domain, 54% of students scored in the Somewhat/Moderately Performance Level.
- 3. In the area of Listening Domain, 47% of students scored in the Somewhat/Moderately Performance Level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
570	91.6	42.8	3.9
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	42.8
Foster Youth	22	3.9
Homeless	3	0.5
Socioeconomically Disadvantaged	522	91.6
Students with Disabilities	63	11.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	59	10.4
American Indian	1	0.2
Filipino	2	0.4
Hispanic	441	77.4
Two or More Races	12	2.1
Pacific Islander	3	0.5
White	52	9.1

Conclusions based on this data:

1. Out of 570 total student enrollment, over 91 % are considered Socioeconomically Disadvantaged
2. Out of 570 total student enrollment, over 42% are considered English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		

Conclusions based on this data:

1. Overall performance in English Language Arts is in the Yellow.
2. Overall performance in Math, Chronic Absenteeism, and Suspension is in the Orange.

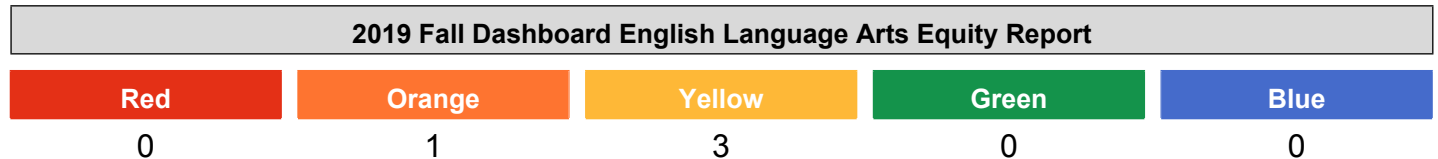
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Yellow 59.9 points below standard Increased ++7.7 points 310	 Yellow 55.6 points below standard Increased ++9 points 173		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color 65.8 points below standard 54	 Yellow 60.4 points below standard Increased ++10.4 points 293		 Orange 151.3 points below standard Increased Significantly ++24.5 points 42		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 112.4 points below standard Increased ++3.1 points 28	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 60.6 points below standard Increased ++3.7 points 245	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 7.7 points below standard Increased Significantly ++33.1 points 26

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 80.8 points below standard Increased ++11.8 points 126	Reclassified English Learners 12 points above standard Increased Significantly ++15.5 points 47	English Only 65.8 points below standard Increased ++7.5 points 131
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Conclusions based on this data:

1. Performance in ELA Increased 7 points overall for all students.
2. Students with disabilities Increased Significantly by 24.5 points.
3. English Language Learners performance in ELA increased for all English Learners.

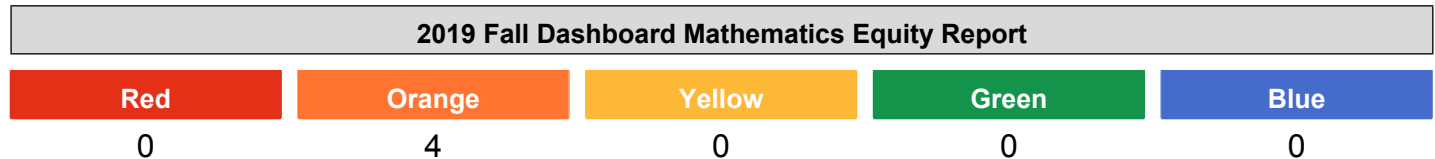
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 90.8 points below standard Maintained ++0.7 points 306	English Learners  Orange 84.5 points below standard Maintained ++1.8 points 171	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 97.9 points below standard 54	Socioeconomically Disadvantaged  Orange 90.3 points below standard Maintained ++1.9 points 289	Students with Disabilities  Orange 189.6 points below standard Increased Significantly ++15.4 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 165 points below standard Declined Significantly -19.5 points 26	American Indian	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 88.6 points below standard Maintained -1 points 243	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 47 points below standard Increased Significantly ++15.8 points 26

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 100.8 points below standard Maintained ++1.7 points 125	Reclassified English Learners 40.4 points below standard Increased ++10.7 points 46	English Only 99.5 points below standard Maintained ++1.6 points 129
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Conclusions based on this data:

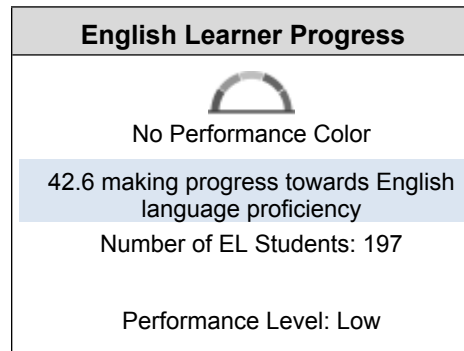
1. Performance in Math maintained by 0.7 points overall for all students.
2. Students with Disabilities Increased Significantly by 15.4 points.
3. English Language Learners performance maintained in ELA.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
30	83	7	77

Conclusions based on this data:

1. In English Learner Progress, 42.6% of the students were making progress towards English Language Proficiency.

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.

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 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	0

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		
All Students  Orange 15.4 Maintained +0.1 622	English Learners  Green 7.5 Declined -0.6 254	Foster Youth  No Performance Color 14.8 Increased +4.1 27
Homeless  No Performance Color 20.5 112	Socioeconomically Disadvantaged  Yellow 15.1 Declined -0.6 570	Students with Disabilities  Orange 21.8 Declined -4.6 78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 20.9 Declined -10.6 67	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 12.1 Increased +0.8 478	Two or More Races  No Performance Color 50 Increased +10 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Red 24.6 Increased +9.6 57

Conclusions based on this data:

- Overall, Chronic Absenteeism for all students is in the Orange with 15% Chronically Absent.
- Chronic Absenteeism for Students with Disabilities declined by -4.6%, with a Orange performance level.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

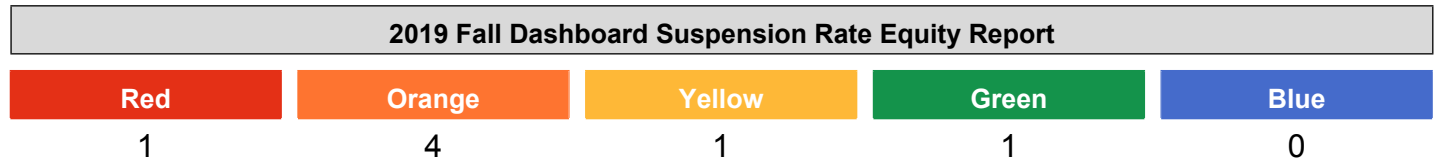
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.4 Increased +1.9 669	English Learners  Orange 1.8 Increased +1.1 271	Foster Youth  Green 3 Declined -6.3 33
Homeless  No Performance Color 1.7 115	Socioeconomically Disadvantaged  Red 3.8 Increased Significantly +2.1 610	Students with Disabilities  Orange 5.9 Increased +0.6 85

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 5.5 Declined -0.8 73	American Indian  No Performance Color Less than 11 Students - Data 1	Asian	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Orange 2.7 Increased +1.9 515	Two or More Races  No Performance Color 14.3 Increased +7.6 14	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Orange 3.3 Increased +3.3 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	3.4

Conclusions based on this data:

- Suspension Rate declined by 6.3% for Foster Youth.
- Overall, Suspension rate for all students is in the Orange with a 1.9% increase.

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 Eastside Union School District will increase student achievement, especially in English Language Arts (ELA) and Mathematics.

Goal 1

Eastside Elementary School will increase student achievement as measured by SBAC, especially in English Language Arts (ELA) and Mathematics.

Identified Need

Overall, in ELA there was slight decrease of percent of students not meeting standards by approximately 6%. There was an slight increase in students exceeding standards in 4th grade ELA by 6%. As compared to the previous year data, all grades showed an increase in their mean scale score in ELA. Overall, in math a significant growth was not made. There was a slight increase in students exceeding standards in 4th grade math by 4%. For our large English Language Learner population, we administer the ELPAC to assess student's proficiency and growth within learning the English Language. According to the 2017-2018 data, overall in Language, 44% of students scored at Level 3. In the area of Speaking Domain, 54% of students scored in the Somewhat/Moderately Performance Level. In the area of Listening Domain, 47% of students scored in the Somewhat/Moderately Performance Level. Other summative and formative assessment data such as Renaissance-STAR, School City Assessments, grades in core and intervention classes, and Student Success Team/Student Study Team Data was also monitored and the data used to formulate this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP data, students meeting or exceeding standard	23.85% in 2017-2018 (ELA)	35% in 2018-2019 (ELA)
Math CAASPP data, students meeting or exceeding standard	14% in 2017-2018 (Math)	35% in 2018-2019 (Math)
English Learner Proficiency rate CELDT/ELPAC	According to the 2017-2018 data, in Overall Language, 40.66% of students scored at Level 3 and 16.18% of students scored at Level 4.	2018-2019 data, in Overall Language, 50% of students scored at Level 3 and 25% of students scored at Level 4.
STAR Benchmark Analysis 2018-2019	May 2019 Kinder: 31 SGP 1st Grade: 50 SGP 2nd Grade: 55 SGP 3rd Grade: 37 SGP 4th Grade 41 SGP 5th Grade 42 SGP	May 2020 Kinder: 50 SGP 1st Grade: 50 SGP 2nd Grade: 60 SGP 3rd Grade: 60 SGP 4th Grade 50 SGP 5th Grade 50 SGP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th Grade 49 SGP STAR Reading 49.4 % below 25th percentile 26.2% at 25th to 49th percentile 17.1% 50th to 74th percentile 7.2% 75th & Above percentile STAR Math 47.1 % below 25th percentile 22.4% at 25th to 49th percentile 18.3% 50th to 74th percentile 12.1% 75th & Above percentile	6th Grade 50 SGP STAR Reading 30% below 25th percentile 35% at 25th to 49th percentile 25% 50th to 74th percentile 10% 75th & Above percentile STAR Math 30% below 25th percentile 30% at 25th to 49th percentile 25% 50th to 74th percentile 15% 75th & Above percentile

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

Goal 1- Action 1

Eastside will Increase academic rigor in the classroom and focus on ensuring all students master grade-level content standards through:

Substitutes for teacher release and peer observations

- Approximately 30 sub days per year

Materials and Supplies Supplemental

- Instructional materials specifically designated for but not limited to Math, ELA, ELD, STEAM/NGSS 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)

44857

Source(s)

Title I

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

Goal 1- Action 2

Eastside elementary school will provide a comprehensive assessment system and differentiated instruction for all students.

Technology will be made available to teachers to support high quality instruction and learning.

- Including but not limited to Renaissance Learning, School City to monitor progress and use for subsequent lesson planning and differentiation.

Materials and supplies

- Maintain the adequate function and ease of use of computer based assessment and instructional software.

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)

800

4160

Source(s)

LCFF

Title I

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

Goal 1- Action 3

To support students' opportunities for learning and academic success, Eastside Elementary school will build a robust STEAM (Science, Technology, Engineering, Art, Mathematics) program by providing instructional support to students and staff.

Materials and supplies

- As needed, to ensure STEAM goals and objectives can be met in a meaningful way

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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Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Goal 1- Action 4

At Eastside elementary school, teachers and support staff will provide Extended Learning Opportunities (ELO) for all grade levels using research based curriculum to implement rigorous educational opportunities and practices for intervention and enrichment.

Extended Learning Opportunities:

- After School Program (approximately 12 weeks): upto 3 hours per week for 4 certificated staff and 2 classified staff.
- Saturday School Program (approximately 6 Saturdays): upto 5 hours per Saturday for 4 certificated staff and 3 classified staff.

Materials and Supplies Supplemental

- Instructional materials specifically designated for but not limited to ELA, ELD, and Math 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)
49368	Title I
33460	LCFF

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English Learners

Strategy/Activity
Goal 1- Action 5

In order to support and promote the achievement of our English Language Learner (ELL) population, through diagnostic assessments we will provide designated and integrated English

Language Development (ELD) learning opportunities to students by using researched based strategies to increase reclassification rates.

Materials and Supplies Supplemental

- Instructional materials specifically designated for ELD support

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1- Action 6

We will design and implement differentiated programs to offer rigorous education opportunities for students needing intervention by using research based curriculum and interventions to implement practices in the classroom directed towards increasing student academic achievement and ensuring students receive support through the Student Success Team (SST).

Materials and Supplies Supplemental

- Instructional materials specifically designated for ELA, ELD, and Math 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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1- Action 7 Library/ Media Program

Eastside will continue to maintain a library/media program that promotes literacy across all curriculum.

Materials and Supplies Supplemental

- Diverse text and instructional materials specifically designated to support academic and recreational needs of the students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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 implementation of the activities went well overall.

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

The overall effectiveness of the activities were noneffective as English Language Arts scores declined by -13.9 points overall for all students. Performance in Math declined significantly by -18.7 points overall for all students.

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.

To ensure an educational environment that will be responsive to immediate student learning needs the site will support the development of a comprehensive instructional system to include Instructional Leadership Team, Professional Learning Communities, Guided Visits, assessments, and robust teacher support. ACTIONS: 1, 4, 5

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 Eastside Union School District will promote increased involvement of families.

Goal 2

Eastside Elementary School will promote increased involvement of families.

Identified Need

Create meaningful family engagement that supports a partnership among staff, parents, and the community to improve student academic achievement. In order to create a school wide culture that encourages stakeholder participation in the educational process, it is essential that parents and families be actively involved in the educational process. Through a district partnership with Community Outreach providers, we will host training events on site and district wide such as but not limited to resource community corners, mini food pantries, information booths and parenting workshops. Currently, The ELAC advises the school principal and staff on the school's program for English learners. The ELAC advises the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA. Although improvements have been made, overall participation by families does not reflect the school's demographic or population. Due to COVID-19, adjustments will be made to maintain social distancing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Communications and Social-media post	Various posts celebrating and promoting student achievement and engagement in school culture activities.	Weekly posts updating stakeholders and community members of ongoing activities, projects, events.
Provide additional Parent Training Initiatives	District partnership with Community Outreach providers	Parent University Site based parent training
Parent Resource Room	Parent resource room budget to stock with materials	Furnished and stocked Parent room with materials, technology support, and supplies as needed to support events and activities. Schedule of parent events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Evidence of parent usage (sign in sheets, agendas, photos, etc.)
Parent Advisory Committees: District English Learner Advisory Committee, English Learner Advisory Committee (site based), District Advisory Committee, School Site Council, Local Control Accountability Plan (DELAC, ELAC, DAC, SSC, LCAP), demonstrating two way communication.	Quarterly Meetings	Agendas Evidence of two-way communication (discussion protocols, final products, photos, surveys)
Back to School Night and Parent- Teacher Night conferences	Virtual Back to School Night Parent Conference Nights	Back to School Night Two Parent Conference Nights
Virtual Student Award Assemblies, performances, and parent nights	Virtual SOAR Awards Family Events coordinated by Parent Community Liaison Coffee with Principal	Quarterly Student "SOAR" Awards Family Events coordinated by Parent Community Liaison Reading Incentive Celebrations Culture and Climate (PBIS, SEL, Restorative Practices) assemblies and incentive events STEAM activities and events

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

Strategy/Activity

Goal 2- Action 1

Eastside Elementary school will build a parent education and engagement program through:

Parent training and Community resources events

- Certificated staff compensated for parent presentations, upto 10 hours.
- Translation services provided by classified staff

- Snacks and beverages
- Materials and Supplies

Parent Resource Room

- Materials and Supplies

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

LCFF

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

Goal 2- Action 2

Eastside Elementary School will increase and improve two-way communication with families and community through:

Parent Conferences

- Translation services

Materials and supplies

- Parent Newsletters and notices

Second Language Acquisition Program

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)

500

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Goal 2- Action 3

Eastside elementary school will host events various family and community events through:

Student Recognition Assemblies

- materials and supplies, including but not limited to certificates, awards, and/or trophies

Family Events

- Translation services
- Snacks and beverages
- Materials and supplies

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)

500

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2019-20

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.

Overall activities for parents were effective and went well.

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

With the addition of a community liaison, parent participation increased.

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.

Parent training and Community resources events will be increased. Actions 1 and 2

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 Eastside Union School District will develop a system of support designed to enhance students' opportunities to learn.

Goal 3

Eastside Elementary will develop a system of support designed to enhance students' opportunities to learn by providing Social Emotional Learning support in the classroom and thorough school wide initiatives.

Identified Need

Decrease the suspension rate for Foster Youth and decrease the Chronic Absenteeism for Students with Disabilities. Eastside Elementary School has an ethnic population blend of approximately 75% Hispanic, 10% White (non Hispanic), 12% African-American (non Hispanic), and 3% other. Of our total population, approximately 40% percent of our students are limited English speaking, and more than approximately 92% of our population are eligible for free and reduced lunch. Suspension Rate increased significantly by 5.6% for Foster Youth. Overall, suspension rate for 2017 is 1.4%. Suspension rate declined significantly for all other student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Intervention Suspension rates	School site suspension rate increased significantly by 5.6% for Foster Youth and the suspension rate declined significantly for all other student groups.	Decreased foster youth suspension rate. Maintain a decreased rates for other groups.
Aeries Intervention Suspension rates	District wide the suspension rate for male African Americans decreased from 2.75% to 1.5%	Continue the trend of decreasing rate to the district aligned goal of 0.75% or less.
SST Online and SEIS referrals to Special Education	District wide the referral rates to Special Education for African American males decreased from 35% to 17%	Continue the trend of decreasing rate to the district aligned goal of 7% or less.
Attention 2 Attendance and Abolish Chronic Truancy program data	District wide chronic absenteeism decreased from 14% to 6.5% District wide the overall attendance ate increased from 95.2% to 96%	Continue the trend of decreasing chronic absenteeism rate to the district aligned goal of 3.2% or less. Continue the increase in overall attendance to the district aligned goal of 98% or more.

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

Strategy/Activity

Goal 3- Action 1

Eastside Elementary school will increase Social Emotional Learning (SEL) and student well-being through differentiated supports.

Positive Behavior Intervention Supports (PBIS) program

- Material and supplies
- 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)

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

Goal 3- Action 2

Eastside Elementary school will build a robust attendance program through the use of Attention 2 Attendance and the Los Angeles County Abolish Chronic Truancy (A2A and ACT) programs.

We will foster a culture of attendance through quarterly and monthly attendance incentives school wide and in individual classrooms. As a school, we will contact parents and families to discuss attendance, tardies, and truancy policies. We will supply incentives as needed and deemed appropriate to encourage attendance to school.

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: 2019-20

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.

Through school wide approach, overall, strategies were effective. Attendance was promoted through school wide and classroom incentives, as well as student recognition.

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

Overall, attendance rate was maintained with 95% or higher.

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.

Eastside Elementary will develop a system of support designed to enhance students' opportunities to learn by providing Social Emotional Learning support in the classroom and thorough school wide initiatives. Action 1

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	\$134,645.00

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	\$98,385.00

Subtotal of additional federal funds included for this school: \$98,385.00

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	\$36,260.00

Subtotal of state or local funds included for this school: \$36,260.00

Total of federal, state, and/or local funds for this school: \$134,645.00

School Site Council Membership

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

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

Name of Members	Role
Marisa Rissling	Principal
Erin Farmer	Classroom Teacher
Stephanie Smith	Classroom Teacher
Jessica Meek	Classroom Teacher
Briana McKendall	Other School Staff
Melanie Brinson	Parent or Community Member
Candace Williams	Parent or Community Member
Eunice Albarran	Parent or Community Member
Norma Morales	Parent or Community Member
Ada Milian	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

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 9/10/20.

Attested:



Principal, Mrs. Marisa Rissling on 9/10/20

SSC Chairperson, Melanie Brinson on 9/10/20

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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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