School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Enterprise Elementary School	19-64477-0129197	May 28, 2024	July 17, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

> Schoolwide Program
> Additional Targeted Support and Improvement

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

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Plan Description

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

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

> Schoolwide Program

> Additional Targeted Support and Improvement

As outlined within this document, the stakeholders at Enterprise Elementary have agreed to focus on four goals, each with a set of strategies.
Goal 1: Enterprise Elementary School will improve teaching for student learning, achievement, and success.
- Provide meaningful and research based professional development.
- Provide multiple extended learning opportunities.
Goal 2: Enterprise Elementary will promote a safe and caring learning environment.
- Provide meaningful and research based professional development.
- Provide multiple extended learning opportunities.
Goal 3: Enterprise Elementary will foster a team commitment.
- Provide resources to support families.
- Provide multiple opportunities for parent engagement.
Goal 4: Enterprise Elementary will operate with increasing efficiency and effectiveness.
- Administration and office staff will collaborate to run an effective and efficient school

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school community including but not limited to the parents, students, teachers, and staff have met to analyze data, determine school needs and make suggestions toward the goals and strategies in this document.

Title I Meeting (8/23/2; 11/28/23)
Parent Surveys (9/23; 5/24)
ELAC meetings (9/24/23; 10/25/23; 11/29/23; 2/14/24; 5/29/24))
School Site Council meetings (11/28/24; 1/25/24; 2/13/24; 3/913/24; 5/28/24)
Parent Explorer University (9/16/23; 12/9/23; 1/20/24)

Resource Inequities

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

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

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. A district nurse supports 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 budget resource inequities exist across the district. Enterprise Elementary has site based inequities

such as, 3 classroom vacancies staffed by long term subs, chronic absenteeism, and low parent engagement including nearly half of the school families not using Parent Square.

Comprehensive Needs Assessment Components

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

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

All Students for ELA, Math, Suspension Rate, and Chronic Absenteeism are Red
English Learners Suspension Rate is Orange
Foster Youth Chronic Absenteeism is Orange
Homeless Suspension Rate is Orange
Students with Disabilities ELA and Chronic Absenteeism are Orange
African American Students Chronic Absenteeism in Orange
Hispanic Students Suspension Rate is Orange

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

All student groups and and indicators were Red or Orange.

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

Data was provided from parents and retrieved in the form of Climate Surveys, Coffee and Conversations, School Site Council meetings, as well as English Language Advisory Council meetings and parent pop-ins in conjunction with the Parent University program provided by Enterprise Elementary School. iReady is used for beginning, middle, and end of year benchmarks. SIPPS and Do the Math assessments are used to measure growth in our intervention programs. The benchmark and intervention program data demonstrate strong growth in our primary grades and average growth in our upper grades. Students are demonstrating growth but not working at grade level.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0%	%	1	0	
African American	27.41%	26.71%	28.73%	202	176	179
Asian	0.68%	0.91%	0.80%	5	6	5
Filipino	1.22%	1.21%	0.96%	9	8	6
Hispanic/Latino	58.89%	64.04%	61.48%	434	422	383
Pacific Islander	0.68%	0.46%	0.48%	5	3	3
White	6.65%	3.03%	4.17%	49	20	26
Multiple/No Response	3.53%	3.03%	2.57%	26	20	16
			Total Enrollment	737	659	623

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	127	125	83
Grade 1	98	107	76
Grade 2	115	81	111
Grade3	105	101	71
Grade 4	97	80	84
Grade 5	86	81	77
Grade 6	98	84	85
Grade 7	2		
Grade 8	9		
Total Enrollment	737	659	623

Conclusions based on this data:

1. Enrollment overall continues to decrease.

2. The primary enrollment continues to be greater than the upper grade enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	116	116	88	14.70%	15.7%	14.1%
Fluent English Proficient (FEP)	51	52	41	6.80%	6.9%	6.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Enterprise has 17.6% of our students who are designated as English Learners. The designated English Learner enrollment has increased each year since 20-21.

2. Enterprise RFEP'd 4 students at the end of the 22-23 school year and is monitoring 26 previously Reclassified students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	99	97	0	93	97	0	93	97	0.0	93.9	100.0
Grade 4	83	91	76	0	88	75	0	88	75	0.0	96.7	98.7
Grade 5	98	92	81	0	89	81	0	89	81	0.0	96.7	100.0
Grade 6	101	89	82	0	89	82	0	89	82	0.0	100.0	100.0
Grade 7		10			9			9			90.0	
Grade 8		21			21			21			100.0	
All Grades	395	402	336	0	389	335	0	389	335	0.0	96.8	99.7

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2340.	2343.		4.30	2.06		7.53	19.59		24.73	12.37		63.44	65.98
Grade 4		2354.	2356.		4.55	0.00		7.95	6.67		9.09	13.33		78.41	80.00
Grade 5		2400.	2399.		3.37	7.41		10.11	11.11		15.73	11.11		70.79	70.37
Grade 6		2454.	2445.		6.74	2.44		7.87	13.41		30.34	30.49		55.06	53.66
Grade 7		*			*			*			*			*	
Grade 8		2440.			0.00			4.76			14.29			80.95	
All Grades	N/A	N/A	N/A		4.37	2.99		7.97	13.13		19.79	16.72		67.87	67.16

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.30	4.12		52.69	56.70		43.01	39.18
Grade 4		4.55	2.67		42.05	46.67		53.41	50.67
Grade 5		3.37	6.17		48.31	54.32		48.31	39.51
Grade 6		4.49	4.88		52.81	42.68		42.70	52.44
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		3.86	4.48		48.33	50.45		47.81	45.07

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.08	1.03		31.18	34.02		67.74	64.95
Grade 4		2.27	0.00		26.14	33.33		71.59	66.67
Grade 5		2.25	8.64		31.46	25.93		66.29	65.43
Grade 6		7.87	2.44		30.34	42.68		61.80	54.88
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		3.08	2.99		29.82	34.03		67.10	62.99

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.38	5.15		66.67	64.95		27.96	29.90
Grade 4		3.41	1.33		56.82	61.33		39.77	37.33
Grade 5		1.12	2.47		68.54	62.96		30.34	34.57
Grade 6		3.37	3.66		70.79	69.51		25.84	26.83
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		3.08	3.28		66.07	64.78		30.85	31.94

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.15	6.19		52.69	54.64		45.16	39.18
Grade 4		3.41	1.33		55.68	53.33		40.91	45.33
Grade 5		4.49	3.70		49.44	39.51		46.07	56.79
Grade 6		4.49	3.66		69.66	64.63		25.84	31.71
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		3.34	3.88		57.33	53.13		39.33	42.99

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Conclusions based on this data:

1. 17% of students met or exceeded standards on the CAASPP ELA and 17% nearly met the standard.

2. The current iReady benchmark data indicates 35% of Enterprise students are target to meet the ELA standards.

3. The Reading subtest has 50% of Enterprise students at or near standard. We will continue or focus on reading skills to promote the success of our students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	99	97	0	93	97	0	93	97	0.0	93.9	100.0
Grade 4	83	90	76	0	87	75	0	87	75	0.0	96.7	98.7
Grade 5	98	92	81	0	89	81	0	89	81	0.0	96.7	100.0
Grade 6	101	89	82	0	89	82	0	89	82	0.0	100.0	100.0
Grade 7		11			10			10			90.9	
Grade 8		21			21			21			100.0	
All Grades	395	402	336	0	389	335	0	389	335	0.0	96.8	99.7

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.	2356.		1.08	6.19		13.98	13.40		22.58	18.56		62.37	61.86
Grade 4		2369.	2358.		2.30	0.00		8.05	4.00		16.09	21.33		73.56	74.67
Grade 5		2379.	2388.		1.12	3.70		1.12	3.70		16.85	11.11		80.90	81.48
Grade 6		2418.	2417.		0.00	0.00		4.49	4.88		28.09	20.73		67.42	74.39
Grade 7		*			*			*			*			*	
Grade 8		2396.			0.00			0.00			4.76			95.24	
All Grades	N/A	N/A	N/A		1.03	2.69		6.43	6.87		19.79	17.91		72.75	72.54

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.30	9.28		35.48	35.05		60.22	55.67
Grade 4		4.60	0.00		20.69	21.33		74.71	78.67
Grade 5		1.12	6.17		19.10	14.81		79.78	79.01
Grade 6		0.00	0.00		31.46	24.39		68.54	75.61
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		2.57	4.18		25.96	24.48		71.47	71.34

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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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.30	5.15		37.63	38.14		58.06	56.70
Grade 4		1.15	0.00		25.29	28.00		73.56	72.00
Grade 5		1.12	3.70		30.34	29.63		68.54	66.67
Grade 6		0.00	0.00		41.57	31.71		58.43	68.29
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		1.54	2.39		32.39	32.24		66.07	65.37

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.30	7.22		55.91	51.55		39.78	41.24
Grade 4		1.15	1.33		44.83	37.33		54.02	61.33
Grade 5		0.00	1.23		35.96	45.68		64.04	53.09
Grade 6		1.12	2.44		42.70	43.90		56.18	53.66
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		1.54	3.28		44.73	45.07		53.73	51.64

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Conclusions based on this data:

1. 10% of students met or exceeded standards on the CAASPP Mathematics and 18% nearly met the standard.

2. The current iReady benchmark data indicates 25% of Enterprise students are target to meet the Math standards.

3. The communicating reasoning subtest has 45% of Enterprise students at or near standard. We will continue our focus on our speaking and listening program to promote the success of our students.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1431.9	1440.1	*	1449.2	1459.9	*	1391.6	1393.8	9	16	20
1	1416.6	*	1438.1	1468.7	*	1451.3	1364.1	*	1424.3	13	10	16
2	1455.1	1485.7	*	1446.6	1502.8	*	1463.1	1468.0	*	14	19	8
3	1471.1	1471.0	1465.1	1471.3	1475.3	1474.8	1470.6	1466.3	1454.9	21	19	16
4	1505.1	1491.6	1487.7	1516.4	1492.7	1489.8	1493.3	1490.3	1485.1	16	13	15
5	1541.0	1513.2	1484.7	1565.2	1521.2	1471.8	1516.5	1504.8	1496.9	12	19	11
6	1520.6	1547.6	1532.1	1536.3	1549.8	1528.4	1504.4	1545.0	1535.6	15	12	17
All Grades										100	111	103

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50	20.00	*	50.00	20.00	*	37.50	55.00	*	0.00	5.00	*	16	20
1	15.38	*	0.00	23.08	*	50.00	15.38	*	43.75	46.15	*	6.25	13	*	16
2	0.00	26.32	*	42.86	31.58	*	50.00	26.32	*	7.14	15.79	*	14	19	*
3	14.29	5.26	6.25	33.33	36.84	37.50	23.81	31.58	31.25	28.57	26.32	25.00	21	19	16
4	6.25	7.69	0.00	25.00	46.15	40.00	68.75	23.08	46.67	0.00	23.08	13.33	16	13	15
5	25.00	5.26	0.00	50.00	42.11	36.36	25.00	47.37	27.27	0.00	5.26	36.36	12	19	11
6	33.33	33.33	29.41	20.00	41.67	41.18	26.67	25.00	17.65	20.00	0.00	11.76	15	12	17
All Grades	18.00	12.61	9.71	31.00	42.34	37.86	34.00	33.33	37.86	17.00	11.71	14.56	100	111	103

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00	25.00	*	43.75	30.00	*	31.25	40.00	*	0.00	5.00	*	16	20
1	38.46	*	6.25	7.69	*	50.00	38.46	*	37.50	15.38	*	6.25	13	*	16
2	21.43	52.63	*	28.57	15.79	*	42.86	26.32	*	7.14	5.26	*	14	19	*
3	23.81	26.32	37.50	33.33	42.11	31.25	23.81	10.53	6.25	19.05	21.05	25.00	21	19	16
4	43.75	15.38	26.67	50.00	46.15	40.00	6.25	15.38	26.67	0.00	23.08	6.67	16	13	15
5	75.00	26.32	0.00	25.00	68.42	54.55	0.00	5.26	18.18	0.00	0.00	27.27	12	19	11
6	40.00	66.67	47.06	40.00	33.33	41.18	13.33	0.00	5.88	6.67	0.00	5.88	15	12	17
All Grades	39.00	34.23	24.27	32.00	42.34	40.78	21.00	16.22	24.27	8.00	7.21	10.68	100	111	103

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	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	5.00	*	43.75	20.00	*	43.75	65.00	*	12.50	10.00	*	16	20
1	0.00	*	0.00	15.38	*	37.50	15.38	*	43.75	69.23	*	18.75	13	*	16
2	0.00	10.53	*	42.86	42.11	*	35.71	10.53	*	21.43	36.84	*	14	19	*
3	0.00	0.00	0.00	28.57	10.53	6.25	57.14	47.37	50.00	14.29	42.11	43.75	21	19	16
4	0.00	0.00	0.00	18.75	23.08	13.33	37.50	38.46	46.67	43.75	38.46	40.00	16	13	15
5	8.33	0.00	9.09	0.00	21.05	0.00	75.00	63.16	36.36	16.67	15.79	54.55	12	19	11
6	13.33	8.33	11.76	20.00	41.67	17.65	26.67	33.33	41.18	40.00	16.67	29.41	15	12	17
All Grades	7.00	2.70	3.88	21.00	29.73	19.42	40.00	39.64	46.60	32.00	27.93	30.10	100	111	103

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Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50	25.00	*	87.50	75.00	*	0.00	0.00	*	16	20
1	53.85	*	31.25	30.77	*	62.50	15.38	*	6.25	13	*	16
2	0.00	15.79	*	85.71	73.68	*	14.29	10.53	*	14	19	*
3	23.81	5.26	18.75	57.14	63.16	50.00	19.05	31.58	31.25	21	19	16
4	31.25	23.08	13.33	68.75	46.15	73.33	0.00	30.77	13.33	16	13	15
5	58.33	5.26	9.09	25.00	84.21	45.45	16.67	10.53	45.45	12	19	11
6	13.33	16.67	11.76	73.33	66.67	70.59	13.33	16.67	17.65	15	12	17
All Grades	28.00	14.41	18.45	60.00	69.37	66.02	12.00	16.22	15.53	100	111	103

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.75	25.00	*	81.25	65.00	*	0.00	10.00	*	16	20
1	30.77	*	25.00	38.46	*	56.25	30.77	*	18.75	13	*	16
2	28.57	63.16	*	57.14	31.58	*	14.29	5.26	*	14	19	*
3	38.10	52.63	43.75	33.33	26.32	31.25	28.57	21.05	25.00	21	19	16
4	75.00	38.46	33.33	25.00	46.15	60.00	0.00	15.38	6.67	16	13	15
5	91.67	84.21	54.55	8.33	10.53	36.36	0.00	5.26	9.09	12	19	11
6	73.33	100.00	64.71	20.00	0.00	29.41	6.67	0.00	5.88	15	12	17
All Grades	55.00	54.95	38.83	31.00	37.84	48.54	14.00	7.21	12.62	100	111	103

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	5.00	*	93.75	95.00	*	6.25	0.00	*	16	20
1	0.00	*	18.75	30.77	*	56.25	69.23	*	25.00	13	*	16
2	7.14	10.53	*	71.43	57.89	*	21.43	31.58	*	14	19	*
3	4.76	0.00	6.25	61.90	47.37	56.25	33.33	52.63	37.50	21	19	16
4	0.00	0.00	0.00	68.75	53.85	66.67	31.25	46.15	33.33	16	13	15
5	8.33	0.00	0.00	66.67	57.89	54.55	25.00	42.11	45.45	12	19	11
6	20.00	25.00	17.65	33.33	41.67	35.29	46.67	33.33	47.06	15	12	17
All Grades	9.00	5.41	7.77	55.00	58.56	62.14	36.00	36.04	30.10	100	111	103

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Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	31.25	10.00	*	50.00	70.00	*	18.75	20.00	*	16	20
1	0.00	*	0.00	30.77	*	81.25	69.23	*	18.75	13	*	16
2	0.00	26.32	*	78.57	47.37	*	21.43	26.32	*	14	19	*
3	4.76	0.00	6.25	76.19	63.16	62.50	19.05	36.84	31.25	21	19	16
4	12.50	15.38	0.00	68.75	53.85	66.67	18.75	30.77	33.33	16	13	15
5	0.00	15.79	9.09	75.00	73.68	45.45	25.00	10.53	45.45	12	19	11
6	13.33	25.00	17.65	73.33	66.67	64.71	13.33	8.33	17.65	15	12	17
All Grades	8.00	16.22	7.77	65.00	62.16	67.96	27.00	21.62	24.27	100	111	103

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The majority of our students are designated as Level 2 and Level 3.

2. Continued ELD instruction focused on moving students one proficiency level is needed.

School and Student Performance Data

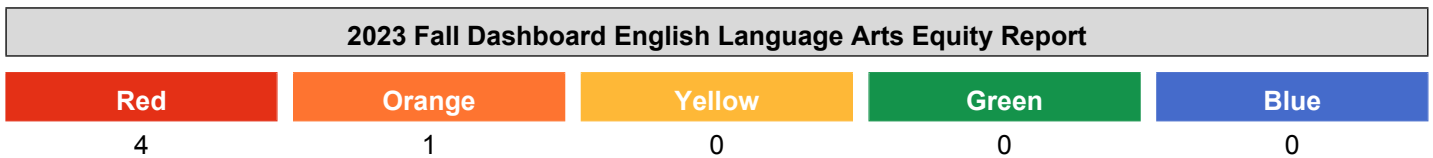## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
659	**85.7**	**17.6**	**7.4**
Total Number of Students enrolled in Enterprise Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	116	17.6
Foster Youth	49	7.4
Homeless	28	4.2
Socioeconomically Disadvantaged	565	85.7
Students with Disabilities	79	12

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	176	26.7
Asian	6	0.9
Filipino	8	1.2
Hispanic	422	64
Two or More Races	20	3
Pacific Islander	3	0.5
White	20	3

Conclusions based on this data:

1. The majority of students, 85% are designated Socioeconomically Disadvantaged. This is a 2% increase from last year.

2. 17.6% students are designated English Learners. This is a 2% increase from last year.

3. The student population is comprised of 64% Hispanic, 27% African American and the remaining 9% is represented by less than 4% in each each sub group. The Hispanic population increased 5%.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Red	Red	Red
Mathematics		
Red		
English Learner Progress		
Orange		

Conclusions based on this data:

1. The overall academic performance in ELA is Very Low. However, current iReady ELA benchmark data indicates 35% of students are target to meet the standard this year.

2. The overall academic performance in Math is Very Low. However, current iReady Math benchmark data indicates 25% of students are target to meet the standard this year.

3. Chronic Absenteeism has increased. Enterprise had established an Attendance Advisory Committee and Attendance Plan to address Chronic Absenteeism.

School and Student Performance Data

Academic Performance
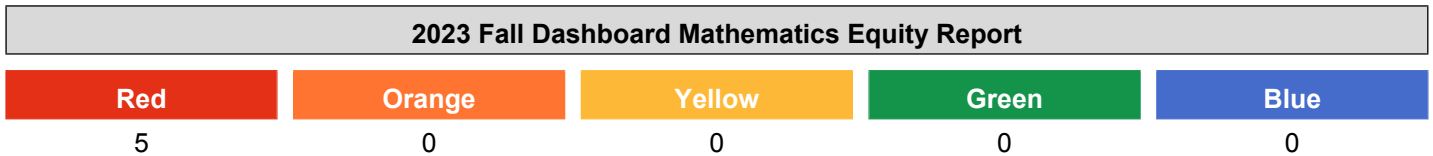### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	107.3 points below standard
94 points below standard	106.6 points below standard	Increased Significantly +17.9 points
Maintained +0.3 points	Decreased -11.1 points	
317 Students	71 Students	14 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
100.9 points below standard	Red	Orange
11 Students	99.4 points below standard	121.8 points below standard
	Maintained +1.3 points	Increased +8.9 points
	281 Students	53 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Less than 11 Students	Less than 11 Students
121.9 points below standard	0 Students	3 Students	3 Students
Maintained -1.2 points			
89 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	Less than 11 Students	Less than 11 Students
87 points below standard	7 Students	2 Students	10 Students
Maintained -2.7 points			
203 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.6 points below standard	29.5 points below standard	97.2 points below standard
Decreased -7.9 points	Increased Significantly +21.8 points	Maintained +0.8 points
57 Students	14 Students	227 Students

Conclusions based on this data:

1. All Students are 94 points below standard. Enterprise has established designated support for reading. Students are receiving targeted designated support daily to address the learning loss in ELA since the 18-19 testing.

2. The Reclassified English Learners (29.5 points below the standard) are performing better than the English Only (97.2 points below the standard) students. The Reclassified English Learners increased significantly by 21.8 points.

3. The ELA data demonstrates a significant learning loss since the 18-19 testing. However, current iReady Reading benchmark data indicates 35% of students are on target to meet the standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	134.4 points below standard
115.4 points below standard	119.6 points below standard	Decreased -6.8 points
Maintained +1.2 points	Maintained +1.6 points	
317 Students	71 Students	14 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
117 points below standard	Red	Red
11 Students	120.3 points below standard	162.8 points below standard
	Maintained +1 points	Decreased -7.6 points
	281 Students	53 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Less than 11 Students	Less than 11 Students
150.3 points below standard	0 Students	3 Students	3 Students
Decreased -9.5 points			
89 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	Less than 11 Students
105.3 points below standard	7 Students	2 Students	10 Students
Maintained +2.8 points			
203 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.4 points below standard	47.5 points below standard	119 points below standard
Increased +4.5 points	Increased Significantly +32.7 points	Maintained -2.4 points
57 Students	14 Students	227 Students

Conclusions based on this data:

1. All Students are 115.4 points below standard. Enterprise has established designated support for math. Students are receiving targeted designated support daily to address the learning loss in math since students tested in 18-19.

2. The Reclassified English Learners (47.5 points below the standard) are performing better than the English Only (115.4 points below the standard) students. The Reclassified English Learners increased significantly by 32.7 points.

3. The Mathematics data demonstrates a significant learning loss since the 18-19 testing. However, current iReady Math benchmark data indicates 25% of students are on target to meet the standard.

School and Student Performance Data

Academic Performance
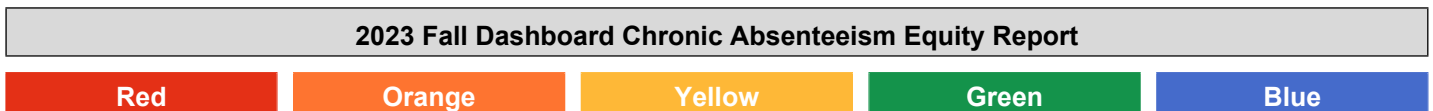### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
35.9% making progress towards English language proficiency
Number of EL Students: 78 Students
Performance Level: 2
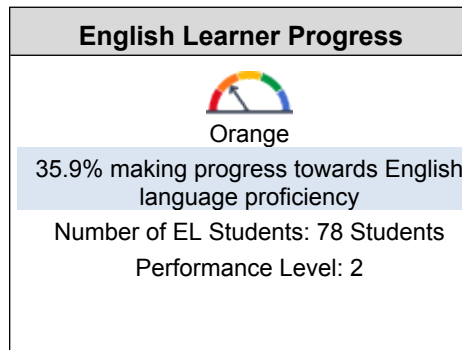
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
19	31	0	28

Conclusions based on this data:

1. Our overall performance for English Learners is Low but has improved from 18-19 when it was Very Low.

2. 28 students have progressed at least one level. 31 students maintained a Level 1, 2, or 3.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
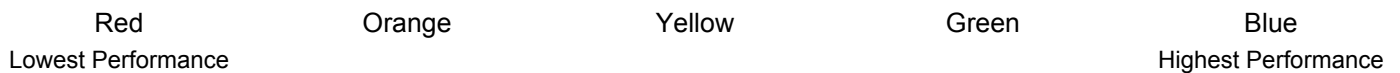
1. No data to report.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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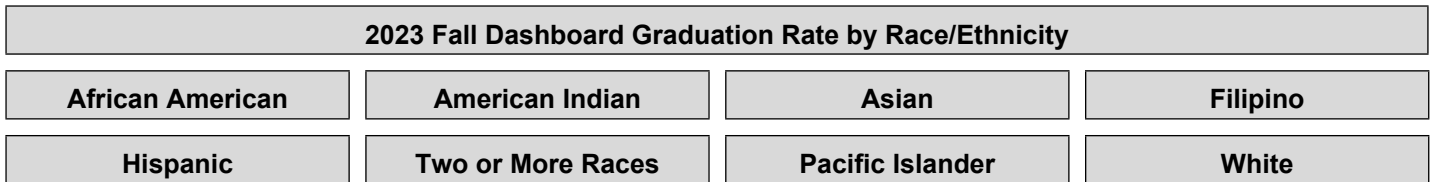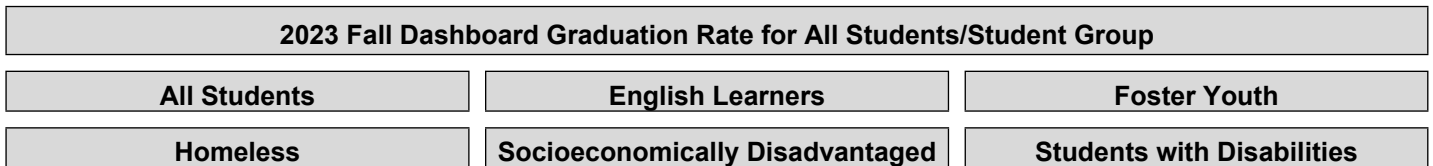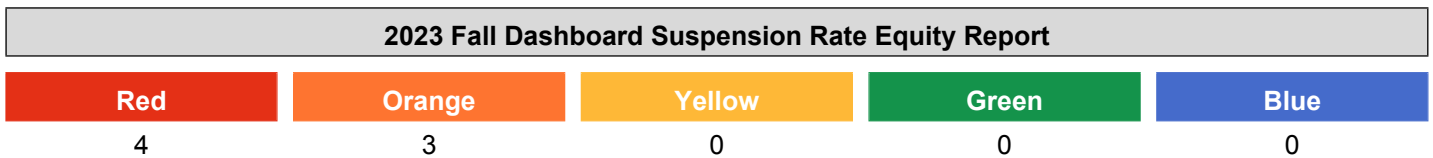
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Orange
49.4% Chronically Absent	40.3% Chronically Absent	37.7% Chronically Absent
Increased Significantly 5.6	Increased 10.4	Declined -10.7
727 Students	124 Students	69 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Red	Orange
61% Chronically Absent	50.8% Chronically Absent	49.5% Chronically Absent
Increased 3.3	Increased Significantly 5.4	Declined -1
41 Students	644 Students	97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 48.5% Chronically Absent Declined -0.8 204 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 50.9% Chronically Absent Increased Significantly 8.2 452 Students	57.7% Chronically Absent Increased 10.6 26 Students	Less than 11 Students 3 Students	40% Chronically Absent Increased 8.6 25 Students

Conclusions based on this data:

1. Chronic Absenteeism remains a concern at 49% for All Students.

2. Chronic Absenteeism has increased for all sub groups except Foster Youth and Students with Disabilities. Enterprise has established an Attendance Advisory Committee and created an Attendance Action Plan to address the increased Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	3	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Red
6.7% suspended at least one day	3.1% suspended at least one day	14.3% suspended at least one day
Increased Significantly 3.4	Increased 3.1	Increased 11.2
761 Students	130 Students	77 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
2.2% suspended at least one day	7.4% suspended at least one day	11.8% suspended at least one day
Increased 2.2	Increased Significantly 3.7	Increased 7.5
46 Students	675 Students	102 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 13% suspended at least one day Increased Significantly 6.7 216 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4% suspended at least one day Increased 1.9 470 Students	3.6% suspended at least one day Declined -1.2 28 Students	Less than 11 Students 3 Students	11.1% suspended at least one day Increased 9.3 27 Students

Conclusions based on this data:

1. Our suspension rate for All Students has significantly increased from 3.3% to 6.7%.

2. The sub group Two or More Races is the only sub group that declined by 1.2 points. The sub group for White Students has the most significant increase by 9.3 points.

3. The sub group for African American Students has the highest suspension rate High at 13%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Student Achievement
Enterprise Elementary School will improve teaching for student learning, achievement, and success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will improve teaching for student learning, achievement, and success.

Identified Need

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

Enterprise CAASPP data indicates students are working significantly below the standard in ELA and Math. The iReady data indicates 38% of students are at or above standard in Reading and 26% for Math. The iReady growth data indicates 62% of our students are meeting their typical growth goals in Reading and 59% in Math. While we have students on target to meet the standards and we are demonstrating growth, students need rigorous standards-based instruction and multiple opportunities for targeted designated support to improve (or increase?) learning and achievement. To improve classroom instruction teachers need ongoing professional development and observations to identify and implement research based instructional practices.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Data Math CAASPP Data	94 points below standard in ELA in 2021-2022 115.4 points below standard in Math in 2021-2022	Increase by 15 points or more in ELA Increase by 15 points or more in Math
iReady Math and Reading	Reading 38% at or above grade level Math 26% at or above grade level	Reading 50% at or above grade level Math 50% at or above grade level
10 Week Cycle of Professional Growth	4 Cycles of Professional Learning	4 Cycles of Professional Learning

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To assure that all students are held to and supported toward high expectations, Enterprise will provide meaningful, and research based professional development for the staff. Teachers will have the opportunity to participate in ILT	All Students	10000 Title I

	directed 10 Week Cycles of Professional Learning, training on technology, targeted reading and math supports, data analysis and, MTSS resources. To successfully implement this strategy funds have been allocated for: professional development, certificated salaries for extra collaboration, certificated substitutes for professional development, and the materials and supplies to implement instructional strategies learned and to attend the professional development. $3000 Title I Substitute Teachers $4000 Title I Extra Duty Hours $3000 Title I Materials and Supplies		
1.2	In an effort to narrow the achievement gap, Enterprise will provide multiple extended learning opportunities as an option for all students. Explorer University will be offered after school and select Saturdays. Explorer University will offer academic, SEL, ELD, and enrichment opportunities. To successfully implement this strategy funds have been allocated for: certificated staff, classified staff, student transportation, and the materials and supplies to support the programs. $5000 Title I Extra Duty Hours $250 Title I Contract Services (Transportation) $1000 Title I Materials and Supplies	All Students	6250 Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To improve teaching for student learning, achievement, and success this year the strategies/activities will continue to be focused on professional development and extended learning opportunities. The expected outcome of 3 Cycles of Professional Learning was exceeded and 4 cycles were completed. There was academic growth but it did not meet the expected outcomes. Explorer University both afterschool and on Saturdays was well attended. The iReady data analysis and feedback from stakeholders supported the continuation of these strategies/activities.

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

The strategies/activities from last year were not fully met with respect to achievement. The time and money allocated for collaboration and professional development was not fully used. However, both afterschool and Saturday Explorer University enrollment was greater than originally budgeted. The funds for collaboration and professional development were re-allocated to meet the needs of Explorer University.

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.

The goal and strategies will remain the same. The metric/indicator for 3 cycles of professional learning was met and exceeded. Therefore, the baseline was revised and the expected outcome of three cycles of professional learning has been increased to four. The iReady baseline data was revised to reflect the most current iReady data and has an expected outcome of 50% of students meeting the standard. The CAASPP baseline data has been revised to reflect the 2022-2023 testing and the expected outcome remains the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Improving the student learning environment
Enterprise Elementary will promote a safe and caring learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will promote a safe and caring learning environment.

Identified Need

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

Students and staff need to feel safe and welcomed at school to attend school and learn. To identify, implement, and make sustainable change teachers need professional development and program monitoring for MTSS such as, culturally responsive teaching practices, Restorative Practices and PBIS. Staff needs to understand how and when to implement Tier I, Tier II, and Tier III practices. Low attendance rates have affected relationships between students and the staff and students. To ensure these relationships improve and there is increased time for SEL, extended learning opportunities are necessary for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	6.7% of students suspended at least once	Decline by 1% or greater
Attendance Rates for Students	approximately 90%	96%
Chronic Absenteeism	49.4%	Decline by 3% or more
Attendance Rates for Certificated Staff	approximately 94%	98%
Attendance Rates for Classified Staff	approximately 88%	98%
Panorama Survey School Climate (3rd-5th grade students)	20-39th percentile (12 point increase)	60-79th percentile

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To assure that all students and staff feel safe and ready to learn, we will provide meaningful, and research based professional development for the staff. Staff will receive professional development to implement culturally responsive teaching practices,	All Students	3000 Title I

	Restorative Practices, PBIS Tier I, Tier II, and Tier III practices, and Playworks coaching and activities. Staff will receive training on the School Safety Plan protocols and procedures. To successfully implement this strategy funds have been allocated for: professional development, certificated salaries for collaborative planning, classified staff for training, and materials and supplies to implement new learning. $2000 Title I Extra Duty Hours $1000 Title I Substitute Teachers		
2.2	In an effort to narrow the achievement gap and improve the school climate, we will provide multiple extended learning opportunities as an option for all students. Explorer University will be offered after school and select Saturdays. Explorer University will incorporate SEL and enrichment opportunities to support and enhance academic learning. To successfully implement this strategy funds have been allocated for: classified staff, certificated staff, student transportation, and the materials and supplies to provide the instruction. $4500 Title I Extra Duty Hours $2000 Title I Classified Hourly $250 Title I Contract Services (Transportation) $3000 Title I Materials and Supplies $500 LCFF Food	All Students	9750 Title I 500 LCFF
2.3			
2.7			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To promote a safe and caring learning environment this year the strategies/activities will continue to be focused on professional development and extended learning opportunities. The school did not meet its expected outcome for suspensions. Growth was demonstrated in attendance and on the Panorama Survey but did not meet the expected outcomes. The attendance data, Panorama survey, and feedback from stakeholders supported continuing the goal with these strategies/activities.

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

The strategies/activities from last year were partially met. The time and money allocated for collaboration and professional development was not fully used. However, both after school and Saturday Explorer University enrollment was greater than originally budgeted. The funds for collaboration and professional development were re-allocated to meet the needs of Explorer University.

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.

The goal will remain the same. The metric/indicators and expected outcomes will remain the same and the baseline data has been revised to reflect current data. The metric indicators for classified and certificated staff attendance, student attendance and the survey for school climate baseline has improved but not met the expected outcome. The metric indicator for chronic absenteeism reflects a baseline lower than the previous year but continues to have an expected outcome aligned to meet district expectations.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

> **Ensuring students receive access to basic services**
> Enterprise Elementary will foster a team commitment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> The Eastside Union School District will foster a team commitment.

Identified Need

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

> Enterprise has experienced multiple traumatic events and a high turnover in staff since its opening in 2014, that have contributed to the fractured school community. The increase in PTA membership, staff participation in family events, and growth toward highly effective professional learning communities are evidence the school is improving its relationship with families and staff. The decline in parent and staff participation in SSC and ELAC remain an area of concern. The Panorama Survey data indicates student School Climate improved but staff School Climate has not shown significant improvement and classroom vacancies remained throughout the year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council	4 members out of a total of 10 needed (no parent participation)	10 members
Parent Resource Room	identified room with minimal workshops and support	used daily for workshops and support
Family Events	80% of staff attends family events	95% of staff attends family events
PTA Membership	100 members	150 members
Professional Learning Communities (PLC)	balanced PLC's were initiated (improved but vacancies remained)	Highly Effective PLC's as defined in The Power of Teacher Teams
Collaboration for Professional Growth	4 Cycles of Professional Learning	4 Cycles of Professional Learning
Panorama Survey Teaching Staff	School Climate 20-39th Percentile (increase of 12 points) Staff-Leadership 0-19th Percentile	School Climate 40-59th Percentile Staff-Leadership Relationships 40-59th Percentile

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	To promote an inclusive school community, we will provide the resources necessary to support families. The school will provide Parent Explorer University to coincide with Saturday Explorer University. The Parent Resource Room will be open on select Saturdays throughout the school year. The room will be equipped with books for students, parents and toddlers, toys and games for toddlers, snacks for meetings, and other materials necessary to support families. The Parent Resource Room will be a welcoming environment for families to attend Coffee and Conversations, SSC, and ELAC meetings with their younger children. We will host a variety of support groups such as Foster Parent Support group and Parents with ADHD students. Additionally, the room will host programs such as Latino Family Literacy Project, language classes such as Mango, First Time Home Buyer, Stop Smoking and other community-based programs. To successfully implement this strategy funds have been allocated for: certificated salaries, classified hourly, materials and supplies for the resource room, and drinks and snacks for the resource room. $200 Title I (Parent Involvement) Other Classified Hourly $3258 Title I (Parent Involvement) Materials and Supplies $300 LCFF Food	All Students	3458 Title I Part A: Parent Involvement 300 LCFF
3.2	We will increase parent engagement and improve communication with our families. The school and PTA will partner to provide three Family Nights. These will be based on literacy, science, and a family picnic. Working with the PTA we will have three family fun nights such as movie night, game night, paint night, ect… Additionally, we will offer the opportunity for our teachers to meet with the incoming TK and Kinder families before school starts. We will work with our Parent Liaison to ensure all communication home and family events are translated to Spanish. Also, teachers, staff, and parent liaison will personally invite parents to attend family events and meetings such as SSC and ELAC. To successfully implement this strategy funds have been allocated for: parent involvement family nights, certificated salaries, classified hourly, and the materials and supplies to implement the activities. $1000 Title I Certificated Hourly $200 Title I Other Classified Hourly $2970 Title I Materials and Supplies $7000 LCFF Food	All Students	4170 Title I 7000 LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To foster a team commitment the strategies/activities will continue to focus on supporting an inclusive school community and parent engagement. The indicators for for staff participation in family events and collaboration for professional growth exceeded their expected outcomes. The other indicators demonstrated growth but did not meet their expected outcomes. The family event, Panorama survey, and feedback from stakeholders supported continuing the goal with these strategies/activities.

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

The strategies/activities from last year were partially met and there were not any major differences in the intended implementation and budget expenditures.

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.

The goal and the metric/indicators will remain the same. The expected outcomes for staff participation at family events and collaboration for professional learning (cycles of professional growth) have been increased. The expected outcomes that were partially met and/or not met will remain the same and the baseline data has been revised to reflect current data.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Enterprise Elementary will operate with increasing efficiency and effectiveness.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The Eastsíde Union School District will operate with increasing efficiency and effectiveness.

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

Enterprise Administration needs to establish procedures and protocols in order to be actively engaged in and informed regarding the daily operations of the school.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Documentation shared between front office staff and the school principal that indicates budgets and weekly expenditures - Inventory checklist for supplies and materials shared with office staff and administration - Documentation shared between front office staff and the school principal that indicates daily attendance, enrollment and un-enrollment - Regular written communication between office staff and administration as indicated through emails, memos, and meeting summaries	There are currently no known and/or shared protocols and procedures in place for office expectations and the communicating of important information such as enrollment, daily attendance rates, balance of budgets, and the inventory and ordering of supplies and school materials	- Established policies and procedures in writing. - Written and shared documentation
2022/20232Budget	School funds are spent but budget documents are not kept current and the actual balance of the budget isn't accessible when needed	Money will be spent throughout the year accurately in each object code and within its designation. Budget

		documents will be updated weekly and reported to administrators monthly.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The administration and office staff will collaborate to run an effective and efficient school. To support an effective and efficient office $922 for materials has been allocated. $6513 Title I Materials and Supplies $8500 LCFF Technology $29975 LCFF Materials and Supplies	All Students	6513 Title I 38475 LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To operate with increasing efficiency and effectiveness the strategies/activities will continue to focus on collaboration and the materials to support an effective and efficient office. The school did not fully meet its expected outcomes. School funds were spent throughout the year. However, they were not always allocated to the appropriate budget strands and the administration and office did not review the budget monthly. Feedback from stakeholders supported the continuation of the goal and this strategies/activities.

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

The strategies/activities from last year were not fully met but demonstrated improvement. There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

The goal and strategies/activities will remain the same. The first metric/indicators were not met and the baseline and expected outcome will remain the same. School funds were spent throughout the year, but they were not efficiently documented or accounted for appropriately. The baseline data and expected outcome for the budget have been revised to reflect current data.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89,416.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$39,683.00
Title I Part A: Parent Involvement	$3,458.00

Subtotal of additional federal funds included for this school: $43,141.00

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	$46,275.00

Subtotal of state or local funds included for this school: $46,275.00

Total of federal, state, and/or local funds for this school: $89,416.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	46275	0.00
Title I	39683	0.00
Title I Part A: Parent Involvement	3458	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	46,275.00
Title I	39,683.00
Title I Part A: Parent Involvement	3,458.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,708.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	46,275.00
	Title I	39,683.00
	Title I Part A: Parent Involvement	3,458.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,250.00
Goal 2	13,250.00
Goal 3	14,928.00
Goal 4	44,988.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Theresa Voeltz	Principal
Tammy Riddle	Classroom Teacher
Mayra Wong	Other School Staff
Stephen Picket	Parent or Community Member
Danielle Villa	Other School Staff
Allison Heald	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Classroom Teacher

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Principal

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 5-28-24.

Attested:

	Principal, Theresa Voeltz on 5-28-24
	SSC Chairperson, Cristina Heald on 5-28-24

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023