School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Enterprise Elementary School	19-64477-0129197		

Purpose and Description

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

Schoolwide Program

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

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 professional development
- Group grade-alike teachers into Professional Learning Communities
- Develop a program of paragraph writing
- Provide greater intent to speaking and listening
- Utilize the Houghton-Mifflin balanced reading series, Journey, with full integrity
- Fully implement the district-adopted math curriculum by Houghton-Mifflin
- Develop students' background knowledge
- Offer and effective ELD program
- Provide extended learning opportunities

Goal 2: Enterprise Elementary will promote a safe and caring learning environment.

- Fully implement Positive Behavior Intervention Strategies (PBIS)
- Teach our students about the effects and prevention of bullying
- Improve the safety of our morning drop off and afternoon pick up procedures
- Re-establish and implement the SST process
- Take a proactive approach to our at risk students and Tier II behaviors

- Promote healthy activity and cooperative play

Goal 3: Enterprise Elementary will foster a team commitment.

- Increase PTA participation
- Increase parent involvement in school governance
- Offer multiple opportunities for parents to become involved besides PTA and school governance
- Provide a parent resource room
- Offer a Parent University
- Increase the participation in family events throughout the year
- Respect teachers' time and professionalism and develop PLCs
- Develop the administrators and leadership team utilizing Leverage Leadership by Lemov and Bamrick-Santoyo
- Administration will continue to develop best practices and leadership skills

Goal 4: Enterprise Elementary will operate with increasing efficiency and effectiveness.

- Administration and office staff will collaborate to run an effective and efficient school
- Establish inventory protocols

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Data was provided from parents and retrieved in the form of Climate Surveys, Coffee and Converstations, 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. In each of these arenas, it must be noted that both qualitative and quantitative data was retrieved with regards to parent perception of student needs. Qualitative data was seen in terms of student parent focus groups on various needs of the school community, and quantitative data was seen in terms of the climate and needs assessment surveys provided to parents at the various meetings provided for above. Attendance at these meetings was taken into account.

Teachers were engaged in discussion, and have been surveyed at staff meetings to address understandings of what students were in need of pertaining to the educational programs at Enterprise Elementary School.

Based on the data presented the following trends guide further discussion, development, training, resources, and support services:
School-wide data reveals an area of need in English Language Arts (ELA). Student performance in Eastside Union School District as a whole ELA is well below the CAASPP growth target of 80% (met or exceeds standard) across demographic subgroups.

School-wide data reveals; that although student performance across all demographic subgroups is well below the 80% (met or exceeds standard) target performance.
The African American subgroup is the lowest performing subgroup in comparison to all other numerically significant subgroups throughout Eastside Union School District.

Classroom Observations

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

Weekly classroom observations of all classrooms were conducted by administrators and some members of the Instructional Leadership Team. The observations were informal.
Findings:
The school needs to more fully implement the common core-based strategies.
Classroom environment needs to reflect current units of study; student work should be prominently displayed.
Students and staff need to treat each other with respect.
Students need more opportunity to speak and collaborate.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Enterprise administers the state of assessment, California Assessment of Student Performance and Progress (CAASPP). Enterprise is currently utilizing the Smarter Balanced Interim Assessment Blocks. Additionally, we use Renaissance STAR testing for beginning, middle and end of year benchmarks.

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

Administrators and teachers are trained to utilize the Professional Learning Community (PLC) model to analyze data for student progress based on the creation of grade level benchmark assessments. Teachers have been trained to ask the questions: What are students expected to learn? How will we know that students have learned it? What might we intervene on students who didn't achieve as of the time of assessment? And how might we extend student learning for students who did achieve?

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers meet with Administration at a minimum of two times of a month for an hour long staff development training, and staff meeting and PLC to follow. Subsequently staff meets in PLCs weekly. Eastside Union School District has made provisions for a shortened schedule on Wednesdays weekly in which students are released at 1:30pm, allowing staff to contractually meet until 3:45pm.

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

Coming soon!

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

Staff development in ELA and Math has been provided by the District. This year, we will provide PD in Reading, Writing, and Math. Furthermore, teachers will be trained in curriculum mapping and the tenets of Understanding by Design. Students will be taught and expected to perform to rigorous standards.

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

The District provides training for members of an Instructional Leadership Team in teaching strategies at all grade levels. The ILT members attend trainings, then come back to Enterprise and train teachers. Additionally, Houghton Mifflin representatives will present a full day of refresher training to Enterprise teachers when school resumes. The principal or a consultant will train the teachers in a schoolwide paragraph writing program. Further training will include PBIS and anti-bullying.

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

Grade-level PLCs meet weekly to analyze student data. This year, these PLCs will also conduct a lesson study, wherein they will discuss the lessons they taught to determine which strategies were effective and which ones need to be changes.

Teaching and Learning

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

We are very aware of the need to align the vertices of the curriculum triangle: what is taught; how it is taught; how it is assessed. Our core instructional materials have all been purchased from the SBE-approved publishers. Supplemental materials are reviewed for alignment to standards. Local benchmark assessments inform us about what standards need to be retaught in a different way.

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

ELA is taught for 2 to 2½ hours per day, while math is taught a minimum of 1 hour per day.

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

The district has adopted an instructional alignment guide. Enterprise Elementary will implement unit mapping for core subjects to ensure all students, including students needing intervention, have the necessary time to master the standards.

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

All student groups have access to standards-based materials. The ELA and Math programs both have ELD components. Special Education students have access to the core curriculum at their grade level, as well as those levels that are most appropriate for their ability to access the curriculum.

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

Houghton Mifflin ELA and Math programs include strategies and material for all RTI levels.

Opportunity and Equal Educational Access

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

We offer an after-school program that provides support for ELA and math as well as offering students an elective of their choice. This year we will be offering extended learning opportunities in several ways. See Goal 1, Strategy 9.
Teachers use strategies such as small groups, cooperative groups, scaffolding and reteaching. Enterprise teachers will continue to learn strategies that guarantee universal access for all students.
EL students Walk for Language every day after lunch, grouped by EL levels, to receive targeted ELD instruction.

Evidence-based educational practices to raise student achievement

Teachers use cooperative grouping, direct instruction, thinking maps and other graphic organizers, and other proven strategies. This year we will teach students to ask and answer high-level questions, organize their writing into a formula paragraph, and orally answer questions along paragraph structure. Teachers will be encouraged to have students find similarities and differences (comparing, classifying, creating metaphors, and creating analogies); summarize and take notes, utilize non-linguistic representations; generate and test hypotheses; and use cues, questions, and advance organizers, as suggested in Marzano's Classroom Instruction that Works.

Parental Engagement

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

We offer parent education classes through our Parent University.
We have a parent resource room where parents can make games, flashcards, etc. to help their children at home. Here, they also receive support from other parents and form friendships and a connection to the school. See Goal 3, Strategy 4 for a description of our plans to develop this room into a multi-service referral center. The District already provides some of what we plan to do in the future.

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

An area of need is stronger parent and community involvement in a parent organization and school governance. We do have a School Site Council, an ELAC committee and a PTA; however, we need to strengthen involvement in each of these. See Goal 3, Strategies 1 and 2 for our plan of improvement. Teachers are already involved through their PLCs and discussions at staff meetings.

- We have a paid parent liaison.
- Other involvement opportunities include Coffee with the Principal and Family Nights.

Funding

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

Enterprise will offer Student University to support under performing students. The Student University meets twice a week after school and will be offered in two, four week sessions. Additionally, we will offer four Saturday, Student University sessions. Students will be provided with the necessary food and transportation to attend the Student University sessions. See Goal 1, Strategy 9 for our plan of improvement.

Fiscal support (EPC)

District and site level funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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 Meetings (8/21/19; 10/26/19)
Parent Surveys (3/20; 5/20)
ELAC meetings (9/12/19; 10/17/19;11/0719; 1/16/20; 2/06/20; 3/05/20; 5/06/20)
School Site Council meetings (9/12/19; 10/17/19;11/0719; 1/16/20; 2/06/20; 3/05/20; 5/06/20)

Resource Inequities

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

When considering resource inequities we looked at time, people, and funding. In each of these categories we considered whether or not these resources are allocated equitably across the district. Instructional time at each school site is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation 6112 and all elementary schools have the same number of instructional minutes. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides), and all school offices are staffed with an office manager, an attendance clerk, and a health clerk. Two district nurses support schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-

pupil allocation based on enrollment and is equal for all elementary campuses. Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that no resource inequities exist across the district. Enterprise Elementary does not have any identified resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.28%	0.15%	2	2	1
African American	30.9%	31.59%	30.11%	229	223	196
Asian	0.9%	1.42%	1.08%	7	10	7
Filipino	1.8%	1.56%	1.69%	13	11	11
Hispanic/Latino	53.4%	51.98%	55.15%	396	367	359
Pacific Islander	0.1%	0.28%	0.31%	1	2	2
White	7.1%	7.37%	7.37%	53	52	48
Multiple/No Response	%	%	%			
	Total Enrollment			742	706	651

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	106	117	109
Grade 1	110	81	95
Grade 2	115	107	80
Grade3	100	101	98
Grade 4	97	100	102
Grade 5	112	95	90
Grade 6	102	104	77
Grade 7		1	
Total Enrollment	742	706	651

Conclusions based on this data:

1. Enterprise Elementary has an enrollment comprised of 30% African American, 55% Hispanic, and the remaining 15% made up of the remaining categories.
2. We consistently have approximately 100 students per grade level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	149	133	127	20.1%	18.8%	19.5%
Fluent English Proficient (FEP)	36	35	26	4.9%	5.0%	4.0%
Reclassified Fluent English Proficient (RFEP)	5	8	0	3.5%	5.4%	0.0%

Conclusions based on this data:

1. Enterprise has 20% of our students who are designated as English Learners.

2. We reclassify less than 10 students each year. Part of this reclassification is proficiency on the CAASPP which is an area we struggle in.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	102	99	102	102	99	101	102	99	101	100	100	99
Grade 4	96	99	103	93	98	101	93	98	100	96.9	99	98.1
Grade 5	109	97	95	107	95	93	107	95	93	98.2	97.9	97.9
Grade 6	102	106	77	101	106	76	101	106	76	99	100	98.7
All Grades	409	401	377	403	398	371	403	398	370	98.5	99.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2397.	2375.	11.76	16.16	8.91	13.73	20.20	10.89	37.25	26.26	36.63	37.25	37.37	43.56
Grade 4	2419.	2443.	2443.	13.98	23.47	20.00	17.20	18.37	23.00	16.13	14.29	22.00	52.69	43.88	35.00
Grade 5	2426.	2433.	2486.	4.67	7.37	16.13	14.95	10.53	29.03	20.56	27.37	20.43	59.81	54.74	34.41
Grade 6	2447.	2429.	2463.	0.99	2.83	3.95	13.86	13.21	17.11	32.67	22.64	23.68	52.48	61.32	55.26
All Grades	N/A	N/A	N/A	7.69	12.31	12.70	14.89	15.58	20.00	26.80	22.61	25.95	50.62	49.50	41.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.75	19.19	7.92	37.25	49.49	50.50	50.00	31.31	41.58
Grade 4	16.13	20.41	25.00	44.09	47.96	47.00	39.78	31.63	28.00
Grade 5	5.61	10.53	23.66	34.58	40.00	41.94	59.81	49.47	34.41
Grade 6	6.00	3.77	7.89	34.00	30.19	27.63	60.00	66.04	64.47
All Grades	9.95	13.32	16.49	37.31	41.71	42.70	52.74	44.97	40.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.73	15.15	8.91	46.08	36.36	49.50	40.20	48.48	41.58
Grade 4	17.20	19.39	14.00	35.48	41.84	49.00	47.31	38.78	37.00
Grade 5	14.95	9.57	18.28	33.64	34.04	55.91	51.40	56.38	25.81
Grade 6	2.00	6.60	6.58	35.00	28.30	48.68	63.00	65.09	44.74
All Grades	11.94	12.59	12.16	37.56	35.01	50.81	50.50	52.39	37.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	14.14	6.93	67.65	66.67	63.37	20.59	19.19	29.70
Grade 4	7.53	14.29	17.00	50.54	61.22	65.00	41.94	24.49	18.00
Grade 5	5.61	5.32	15.05	49.53	55.32	54.84	44.86	39.36	30.11
Grade 6	1.00	3.77	9.21	62.00	40.57	55.26	37.00	55.66	35.53
All Grades	6.47	9.32	12.16	57.46	55.67	60.00	36.07	35.01	27.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.75	15.15	10.89	47.06	49.49	44.55	40.20	35.35	44.55
Grade 4	15.05	24.49	20.00	45.16	42.86	44.00	39.78	32.65	36.00
Grade 5	8.41	13.83	20.43	35.51	43.62	47.31	56.07	42.55	32.26
Grade 6	7.00	10.38	7.89	47.00	40.57	44.74	46.00	49.06	47.37
All Grades	10.70	15.87	15.14	43.53	44.08	45.14	45.77	40.05	39.73

Conclusions based on this data:

1. 33% of our students met or exceed standards with our school on the CAASPP ELA.
2. Our strengths are found in 3rd and 4th grade, which has the highest percentage of students proficient in the standards and we decline significantly in 5th and 6th grade.
3. The listening subtest has 12% of Enterprise students being above standard and 60% at or near standard. We will continue or focus on speaking and listening to promote the success of our students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	102	99	103	102	99	101	102	99	101	100	100	98.1
Grade 4	96	99	103	93	98	101	93	98	101	96.9	99	98.1
Grade 5	110	96	95	108	93	93	108	93	93	98.2	96.9	97.9
Grade 6	102	106	77	101	106	76	101	106	76	99	100	98.7
All Grades	410	400	378	404	396	371	404	396	371	98.5	99	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2382.	2391.	7.84	3.03	6.93	17.65	19.19	16.83	27.45	34.34	34.65	47.06	43.43	41.58
Grade 4	2427.	2456.	2434.	7.53	13.27	4.95	18.28	26.53	22.77	32.26	30.61	32.67	41.94	29.59	39.60
Grade 5	2429.	2432.	2472.	3.70	7.53	10.75	12.04	4.30	16.13	19.44	20.43	27.96	64.81	67.74	45.16
Grade 6	2432.	2411.	2446.	3.96	2.83	5.26	7.92	4.72	6.58	15.84	16.98	27.63	72.28	75.47	60.53
All Grades	N/A	N/A	N/A	5.69	6.57	7.01	13.86	13.64	16.17	23.51	25.51	31.00	56.93	54.29	45.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.75	11.11	14.85	31.37	40.40	33.66	55.88	48.48	51.49
Grade 4	12.90	28.57	17.82	34.41	32.65	29.70	52.69	38.78	52.48
Grade 5	6.48	8.60	15.05	22.22	17.20	32.26	71.30	74.19	52.69
Grade 6	5.00	2.83	6.58	16.00	16.04	26.32	79.00	81.13	67.11
All Grades	9.18	12.63	14.02	25.81	26.52	30.73	65.01	60.86	55.26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.73	10.10	9.90	39.22	30.30	42.57	47.06	59.60	47.52
Grade 4	8.60	17.35	9.90	36.56	40.82	43.56	54.84	41.84	46.53
Grade 5	3.70	6.45	10.75	30.56	32.26	43.01	65.74	61.29	46.24
Grade 6	3.96	3.77	2.63	20.79	20.75	35.53	75.25	75.47	61.84
All Grades	7.43	9.34	8.63	31.68	30.81	41.51	60.89	59.85	49.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.78	8.08	9.90	54.90	52.53	45.54	34.31	39.39	44.55
Grade 4	9.68	19.39	9.90	43.01	44.90	40.59	47.31	35.71	49.50
Grade 5	4.63	5.43	11.83	27.78	30.43	46.24	67.59	64.13	41.94
Grade 6	4.00	1.89	5.26	33.00	29.25	32.89	63.00	68.87	61.84
All Grades	7.20	8.61	9.43	39.45	39.24	41.78	53.35	52.15	48.79

Conclusions based on this data:

1. 21% of our students are meeting or exceeding standards within our school on the CAASPP Math.
2. Our strengths are found in 4th grade, which has the highest percentage of students proficient in the standards (28%) and we decline significantly in 3rd, 5th and 6th grade (24%, 27% and 12%).
3. The communicating reasoning subtest has less than 10% of Enterprise students being above standard. We will continue our focus on our speaking and listening program to promote the success of our students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1416.8	1422.9	1425.8	1441.1	1395.7	1380.1	26	19
Grade 1	1455.0	1411.3	1457.1	1433.0	1452.5	1389.1	23	15
Grade 2	1484.9	1476.3	1474.0	1486.1	1495.4	1466.0	23	14
Grade 3	1497.9	1492.8	1506.3	1499.5	1489.0	1485.5	20	11
Grade 4	1500.5	1495.7	1499.1	1477.9	1501.8	1513.2	15	12
Grade 5	1475.9	1492.9	1471.1	1492.0	1480.3	1493.4	19	11
Grade 6	1516.5	1474.6	1525.5	1470.8	1507.0	1478.1	14	17
All Grades							140	99

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.32	*	36.84	*	15.79	*	21.05	26	19
1	*	0.00	*	33.33	*	40.00		26.67	23	15
2	56.52	14.29	*	21.43		64.29	*	0.00	23	14
3	*	27.27	*	27.27	*	27.27	*	18.18	20	11
4	*	16.67	*	58.33	*	8.33	*	16.67	15	12
5	*	18.18	*	27.27	*	45.45	*	9.09	19	11
6	*	5.88	*	29.41	*	52.94	*	11.76	14	17
All Grades	34.29	15.15	35.71	33.33	20.00	36.36	10.00	15.15	140	99

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.31	36.84	*	31.58	*	15.79	*	15.79	26	19
1	52.17	13.33	*	33.33	*	26.67	*	26.67	23	15
2	65.22	14.29	*	57.14	*	28.57	*	0.00	23	14
3	*	45.45	*	27.27		18.18	*	9.09	20	11
4	*	33.33	*	50.00		0.00	*	16.67	15	12
5	*	27.27	*	45.45	*	18.18	*	9.09	19	11
6	*	29.41	*	35.29	*	17.65		17.65	14	17
All Grades	50.71	28.28	30.00	39.39	10.00	18.18	9.29	14.14	140	99

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	31.58	42.31	47.37	*	15.79	26	19
1	*	0.00	*	6.67	*	66.67	*	26.67	23	15
2	56.52	7.14	*	21.43	*	57.14	*	14.29	23	14
3	*	0.00	*	36.36	*	45.45	*	18.18	20	11
4	*	8.33	*	41.67	*	33.33	*	16.67	15	12
5	*	0.00	*	9.09	*	81.82	*	9.09	19	11
6		0.00		23.53	*	47.06	*	29.41	14	17
All Grades	25.71	3.03	22.86	24.24	31.43	53.54	20.00	19.19	140	99

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.69	26.32	*	68.42	*	5.26	26	19
1	69.57	40.00	*	46.67		13.33	23	15
2	73.91	42.86	*	57.14	*	0.00	23	14
3	*	9.09	*	81.82	*	9.09	20	11
4	*	16.67	*	75.00	*	8.33	15	12
5	*	27.27	57.89	54.55	*	18.18	19	11
6	*	17.65	*	41.18	*	41.18	14	17
All Grades	53.57	26.26	36.43	59.60	10.00	14.14	140	99

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	42.11	42.31	36.84	*	21.05	26	19
1	*	13.33	56.52	40.00	*	46.67	23	15
2	47.83	28.57	47.83	64.29	*	7.14	23	14
3	55.00	72.73	*	9.09	*	18.18	20	11
4	*	33.33	*	50.00	*	16.67	15	12
5	68.42	36.36	*	36.36	*	27.27	19	11
6	*	47.06	*	41.18		11.76	14	17
All Grades	50.00	38.38	39.29	40.40	10.71	21.21	140	99

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	61.54	84.21	*	15.79	26	19
1	52.17	0.00	*	66.67	*	33.33	23	15
2	56.52	7.14	*	71.43	*	21.43	23	14
3	*	0.00	55.00	63.64	*	36.36	20	11
4	*	8.33	*	66.67	*	25.00	15	12
5	*	9.09	73.68	81.82	*	9.09	19	11
6		0.00	*	23.53	78.57	76.47	14	17
All Grades	26.43	3.03	47.14	64.65	26.43	32.32	140	99

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	26.32	*	47.37	*	26.32	26	19
1	*	0.00	86.96	60.00	*	40.00	23	15
2	*	14.29	52.17	71.43	*	14.29	23	14
3	*	0.00	55.00	81.82	*	18.18	20	11
4	*	16.67	*	66.67	*	16.67	15	12
5	*	0.00	57.89	81.82	*	18.18	19	11
6	*	17.65	78.57	64.71	*	17.65	14	17
All Grades	29.29	12.12	56.43	65.66	14.29	22.22	140	99

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
651	**84.9**	**19.5**	**4.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	127	19.5
Foster Youth	30	4.6
Homeless	4	0.6
Socioeconomically Disadvantaged	553	84.9
Students with Disabilities	51	7.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	196	30.1
American Indian	1	0.2
Asian	7	1.1
Filipino	11	1.7
Hispanic	359	55.1
Two or More Races	27	4.1
Pacific Islander	2	0.3
White	48	7.4

Conclusions based on this data:

1. The majority of our students, 85% are designated Socioeconomically Disadvantaged.
2. Almost 20% of our students are designated English Learners.
3. The student population is comprised of 55% Hispanic, 30% African American and the remaining 15% is represented by less than 8% in each each sub group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall academic performance in ELA is Yellow.
2. The overall academic performance in Math is Yellow.
3. Chronic Absenteeism and Suspension Rate is Orange.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
36.7 points below standard	44.7 points below standard	68.8 points below standard
Increased Significantly ++19.1 points	Increased Significantly ++20.5 points	Declined Significantly -49.5 points
340	75	17

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	43.9 points below standard	76.9 points below standard
1	Increased Significantly ++21.3 points	Increased Significantly ++69.4 points
	295	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
67.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.6 points	1	3	7
99			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
29.7 points below standard	1.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.2 points above standard
Increased Significantly ++16.1 points	Increased Significantly ++30.2 points	1	Increased Significantly ++31.4 points
193	14		22

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.8 points below standard	19.6 points above standard	36.5 points below standard
Increased ++3.3 points	Increased ++5.1 points	Increased Significantly ++18 points
48	27	251

Conclusions based on this data:

1. All Students are 36.7 points below standard but have Increased Significantly at 19.1 points and represented in Yellow.
2. Socioeconomically Disadvantaged students are 43.9 points below standard but have Increased Significantly at 21.3 points and represented in Yellow.
3. The greatest increase was in African American students. They are 67.3 points below standard but have Increased Significantly at 23.6 points and represented in Yellow.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
57.9 points below standard	59.7 points below standard	78.1 points below standard
Increased Significantly ++19.7 points	Increased ++13.3 points	Declined -14 points
340	75	17

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	63.6 points below standard	102 points below standard
1	Increased Significantly ++23.3 points	Increased Significantly ++58.3 points
	295	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
89.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++31.8 points	1	3	7
99			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
49.7 points below standard	17 points below standard	Less than 11 Students - Data Not Displayed for Privacy	20.6 points below standard
Increased ++14.6 points	Increased Significantly ++47.3 points	1	Increased Significantly ++23.2 points
193	14		22

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.5 points below standard	3.1 points below standard	59 points below standard
Declined -3.2 points	Increased ++5.4 points	Increased Significantly ++22.4 points
48	27	251

Conclusions based on this data:

1. All Students are 57.9 points below standard but have Increased Significantly at 19.7 points and represented in Yellow.
2. Socioeconomically Disadvantaged students are 63.6 points below standard but have Increased Significantly at 23.3 points and represented in Yellow.
3. The greatest increase was in African American students. They are 89.2 points below standard but have Increased Significantly at 31.8 points and represented in Yellow.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 79
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	30	2	29

Conclusions based on this data:

1. Our overall performance for English Learners is very low and has declined 9.4%.
2. We made progress in their ELA performance, increasing by 3.1 points below level three.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	5	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Red
18.8	12	25.6
Increased +2	Increased +2.6	Increased +14.5
718	133	43
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	19.6	32.8
6	Increased +1.6	Increased +10.3
	607	61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
27.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased Significantly +5.7	1	7	Maintained 0
223			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
15.1	18.8	Less than 11 Students - Data Not Displayed for Privacy	13.5
Maintained +0.4	Increased +3.8	2	Increased +2.9
390	32		52

Conclusions based on this data:

1. Chronic Absenteeism remains a concern at 19% and All Students in Orange.
2. Chronic Absenteeism for Foster Youth and Students with Disabilities increased and are in Red.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Orange
5.9	1.4	5.7
Increased +1.4	Maintained +0.1	Increased +3.1
768	147	53

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not	6.4	7.6
6	Increased +1.5	Declined -2.1
	640	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
10.8	Less than 11 Students - Data 1	Less than 11 Students - Data 7	0
Increased Significantly +2.5			Maintained 0
249			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Red
2.7	6.3	Less than 11 Students - Data 2	9.3
Increased +0.6	Declined -1.1		Increased +7.5
411	32		54

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.4	5.9

Conclusions based on this data:

1. Our suspension rate for All Students is 5.9% and in Orange.
2. African American and White students are areas with the lowest performance.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Enterprise students are working below the standard on all standardized testing. Students need rigorous standards based instruction to improve learning and achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Data Math CAASPP Data	Yellow, 36.7 points below standard in ELA in 2018-2019 Yellow, 57.9 points below standard in Math in 2018-2019	Green, meets standard in ELA Green, meets standard in Math
STAR Math and Reading	Reading SGP 42.2% Math SGP 40.4%	Reading SGP 65% Math SGP 65%
10 Week Cycle of Professional Growth	1 10 Week Cycle (did not complete all professional reading)	2 10 Week Cycles Complete

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To assure that all students are held to and supported toward high expectations, we will provide meaningful professional development to staff in the areas of academic rigor, high-level questioning, checking-for-understanding, writing, and problem solving. All PD will focus on three aspects of learning: what we teach; how we teach; and authentic literacy.

Support for this strategy...

The single most important determinant of student achievement is the teachers' qualifications and the teachers' expertise. Linda Darling-Hammond

A coherent curriculum may have more effect on achievement levels than any other factor. Marzano

Improved classroom instruction is the prime factor to improve student achievement gains. Odden and Wallace

- All teachers will be provided a copy of Understanding by Design 2nd Edition by Wiggins and McTighe. Teachers will prepare to discuss chapters at regularly scheduled staff meetings. Each grade-level PLC discussion will be led by the ILT member.
- Teachers will be trained to use the process of curriculum mapping for English Language Arts and math.
- PLC's will create grade common summative assessments and instructional sequences that have speaking and listening skills embedded in them.
- Instructional Leadership Team will provide PD at staff meetings on some of the areas listed in the strategy above.
- Each ILT member will lead their PLCs in instructional rounds. They will be given criteria to observe for and will record their observations for later discussion.
- Administrators will conduct weekly walk-throughs to monitor implementation strategies learned. Administrators will meet with teachers every week to provide feedback; by the end of every month all teachers will have met with an administrator.
- The staff lead by the ILT and administration will complete 2 full 10 week cycles of professional growth
- Teachers will have access to ASCD online PD: Understanding by Design: The Backward Design Process

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

Amount(s)	Source(s)
6480	Title I
7040	Title I
1500	Title I
1500	LCFF

Strategy/Activity 2

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

All Students

Strategy/Activity

Teachers will be grouped into Professional Learning Communities and taught to analyze student work. Additionally, PLCs will function as a Lesson Study group, analyzing their lessons to see what worked and what elements of the lesson need to be changed.

Support for this strategy…

Analyze yourself as much as your players and be governed accordingly. Wooden

Capacity building is the daily habit of working together. Fullan

Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to high levels of student achievement. DuFour

- Eight (8) teachers will be invited to attend six hours of summer in-service for training in PLC and curriculum mapping. The book, The Power of Teacher Teams, by Troen and Boles, will be summarized, and a copy will be given to each ILT member. A different member will be expected to read a chapter and report on it at ILT meetings, until all six chapters have been read.
- Instructional Leadership Team will meet with PLCs to assist them with analyses of both student work and lesson elements.
- Twelve (12) additional hours per teacher will be provided throughout the year for PLC meetings.
- Teachers will bring formative and summative data to weekly PLC meetings to analyze in their PLC and drive their instructional practice and sequence.

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

Amount(s)	Source(s)
2160	Title I
14040	Title I
1000	LCFF
5500	Title I

Strategy/Activity 3

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

All Students

Strategy/Activity

Writing proficiency effects all other areas of learning. We will develop a program of paragraph writing.

Support for this strategy…

Writing aids in cognitive development to such an extent that the upper reaches of Bloom’s taxonomy could not be reached without the use of some form of writing. Kuhrt and Farris

Writing is the litmus paper of thought. . .the very center of schooling. Ted Sizer

Writing is the means by which students develop metacognitive awareness . . . and thus assume control over it." Kuhrt and Farris

- Teachers will be trained in Power paragraph writing, and students will write at least one paragraph a week in response to their reading. Students will examine text for major and minor details.
- Paragraphs will be edited and rewritten with corrections. Teachers will agree on uniform editing symbols. Editing marks will be placed in the margin, and it will be the students' responsibility to make the correction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF
2160	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will give greater intent to speaking and listening.

Support for this strategy…

With due respect to reading and writing, we do most of our communicating—in the classroom and in life—through listening and speaking. Palmer

In classes in which students have opportunities to talk about the content, the thinking falls on them. Fisher and Frey

My students are much less focused on right and wrong answers as they listen to one another, agree and disagree, and work their way through a question or problem. Orr

- Students will use speaking and listening strategies to ask and answer questions.
- Teachers will vary the direction of discourse, including teacher-to-student; student-to-teacher; student-to student; group-to group; group-to teacher; etc.
- Teachers in grades kindergarten through six will instruct their students to develop and ask questions of their peers based on Depth of Knowledge.
- Teachers will regularly use the speaking and listening components of Houghton-Mifflin reading series, Journey.
- ELA and Math daily lessons will have speaking listening skills purposefully embedded in them
- Students will record written responses using the Power Paragraph structure

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

Amount(s)	Source(s)
2500	LCFF
2160	Title I

Strategy/Activity 5

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

All Students

Strategy/Activity

Teachers will use the Houghton-Mifflin balanced reading series, Journey, with full integrity.

Support for this strategy…

Good reading instruction is explicit, intensive, and systematic. Such instruction is beneficial for all learners, but it is nonnegotiable for students at risk for reading failure. Musti-Rao and Cartledge

Phonics instruction provides key knowledge and skills needed for beginning reading. Vaughn and Linan-Thompson

Purchase and implement a reading program to meet the needs of students scoring in the lowest quartile on the reading assessment. Irvin, Meltzer and Dukes

- A representative from Houghton-Mifflin will provide a full day of training for each grade level in the appropriate use and delivery of the curriculum, in order to achieve the maximum of student achievement.
- Teachers will devote 2½ - 3 hours daily to English Language Arts instruction.
- PLCs will curriculum map using resources provided in Journeys
- Teachers will have access to ASCD online PD: Phonemic Awareness and Vocabulary Building (Reimagined)
- Teachers will be provided complete adoption kits for Journeys including the Power of Decoding

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

Amount(s)	Source(s)
19600	Title I
4680	Title I
5000	Title I

Strategy/Activity 6

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

All Students

Strategy/Activity

Teachers will fully implement the district-adopted math curriculum by Houghton-Mifflin.

Support for this strategy…

Mathematics achievement is particularly important to our efforts to promote equity because it serves as a gatekeeper to high-status occupations and can provide a powerful ladder of mobility for low-SES students. Lubiensky

Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country. David Hilbert

At the heart of mathematics is reasoning. Teachers need to provide their students with many opportunities to reason through their solutions. Chapin

Mastering the basic facts for addition, subtraction, multiplication, and division is an essential goal for all students. Most educators also agree that success at higher levels of math hinges on this fundamental skill. Bay-Williams and King

If I were again beginning my studies, I would follow the advice of Plato and start with mathematics. Galileo Galilei

- Teachers will devote 1-2 hours daily to math instruction.
- Teachers will rotate groups of students through direct instruction, independent work based on DI, manipulatives, and computer-based activities.
- Teachers will have access to ASCD online PD: Engaging Students in Math Practices
- Teachers will have access to ASCD online PD: Mathematics (Reimagined)
- Teachers will be provided complete adoption kits for Houghton-Mifflin math including Do the Math

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

Amount(s)	Source(s)
5000	LCFF
8000	Title I
	LCFF

Strategy/Activity 7

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

All Students

Strategy/Activity

All staff will focus their efforts to develop background knowledge in their students.

Support for this strategy…

Three strategies for enhancing background knowledge are wide-reading, direct instruction in academic vocabulary, and either direct or indirect academically enriching experiences. Marzano

The most straightforward way to enhance students' background knowledge is to provide academically enriching experiences, particularly for students whose home environments do not do so naturally. Marzano

Research supports one compelling fact: what students already know about the content is one of the strongest indicators of how they will learn new information relative to the content. Marzano

- We will begin to build up the libraries in every classroom. We will take an inventory of classroom library shelves and begin to increase the number of books. Ideally, each classroom should have approximately 600 books, but these could be shared and rotated among teachers.
- Teachers will be trained in delivering direct instruction in academic vocabulary.
- Guest speakers, such as authors and artists, will be invited to speak to the students.
- School assemblies' year will expose students to academically enriching experiences. Assemblies may cover topics such as space exploration, jazz, animals, opera, multicultural arts, and sports.
- Teachers will encourage independent reading through the Millionaires Club.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I
1500	LCFF
	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

We will offer an affective ELD program.

Support for this strategy…

Culturally responsive teachers create an environment that values diversity and builds on students' different ways of learning, behaving, and using language. Gay

poverty isn't the greatest predictor of success for English learners; rather, their success is influenced primarily by their level of first-language development and the quality of instruction they receive. Goldenberg and Coleman

English learners require explicit language instruction for a dedicated period of time each day to gain English proficiency. As English learners move through the grades, they may become proficient in spoken English but still need focused, explicit instruction in academic English, the language required for school tasks, texts, and tests. Without explicit English language development, most English learners stall at the intermediate level of English proficiency and become long-term English learners. Olsen

- Teachers will continue to receive professional development in EL strategies
- Students will be regrouped by EL level for Walk to Language every day for 30 minutes after lunch
- Teachers will fully implement the Houghton Mifflin Journeys ELD supplemental curriculum

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

Amount(s)	Source(s)
1500	LCFF

Strategy/Activity 9

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

All Students

Strategy/Activity

In an effort to narrow the achievement gap, we will provide extended learning opportunities as an option for all students.

Support for this strategy...

"If you don't have time to do it right, when will you have time to do it over?" Wooden

Low-performing students, in particular, benefit from more time on task. RAND Corporation

Expanding access to afterschool and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success. And it will help reduce stress on many working parents to know their children are safe and supervised. NEA Policy Brief

Many ELT schools are closing the achievement gap; broadening the curriculum to include subjects beyond the tested ones; and offering enrichment opportunities in the arts, music, drama, and sports Gabrieli

- We will offer two series through our Student University Program. Extended learning will be offered on Tuesdays and Thursdays for two hours after school in two 4-week sessions. Each session will focus on reading fluency, reading comprehension using speaking and

listening skills and Power Writing structures, math fluency, and an elective. Music and chess will be offered after school when Student University is not in session. Transportation will be provided for after school programs.

- In addition to the T/Th ELO, we will provide learning on 4 Saturdays. These Saturdays will be an extension of what the students are learning during the Tuesday/Thursday Student University.
- During the Tuesday/Thursday and Saturday classes the school counselor will provide group sessions for social emotional development.
- Teachers will determine the appropriate apps to support student learning during asynchronous learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	Title I
6480	Title I
1290	Title I
1500	Title I
6272	Title I
1500	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Enterprise Elementary will promote a safe and caring learning environment.

Identified Need

Students and staff need to feel safe and welcomed at school to attend school and learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Orange, 5.9% of students suspended at least once	Green
Attendance Rates for Students	approximately 94%	98%
Attendance Rates for Certificated Staff	approximately 87%	98%
Attendance Rates for Classified Staff	approximately 89%	98%
Panorama Survey School Climate Students	40th percentile	80th percentile

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

Strategy/Activity 1

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

All Students

Strategy/Activity

We will fully implement Positive Behavior Intervention Strategies (PBIS)

Support for Strategy...

The implementation of schoolwide PBIS is associated with improvements in student behavior, academic outcomes, and school climate. Bradshaw and Koth, et.al.

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

- Teachers will be retrained to fully implement PBIS using schoolwide and classroom matrix and the progressive discipline flow chart
- PBIS site team will meet monthly to review implementation of program and analyze data
- A Student Store will be created for students to use their STARS bucks for purchases.
- We will offer monthly reward incentive activities and monthly PBIS awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue teaching our students about the effects of bullying. Victims and bystanders will learn strategies to overcome aggressive acts by others.

Support for this strategy…

Classrooms with more egalitarian social status hierarchies, strong group norms in support of academic achievement and prosocial behavior, and positive social ties among children should deprive many socially connected bullies of the peer regard they require Ahn, Garandeau, & Rodkin

I told a teacher. That teacher helped me a lot because I knew that the people that were bullying me did not care about me, but when I told my teacher I felt like she cared about me and that made me feel really good. 5th grade student

- We have scheduled anti-bullying assemblies.
- At staff meetings, teachers will read articles and discuss their role in prevention of and response to bullying.
- All staff will implement OLWEUS training and Restorative Justice best practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF
1407	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will revise our morning drop off and afternoon pick up procedures to ensure student, family, and faculty safety.

Support for this strategy....

The fact is that the sheer volume of cars during pick-up and drop-off poses a hazard. It just takes one impatient adult behind the wheel to create a tragedy. School officials across the nation are doing what they can, such as redesigning dropoff and pickup lanes. GoKid blog

Better organized and safer traffic conditions will ease the concerns of parents, making them more willing to allow their children to walk or bicycle. SafeRoutesToSchool Guide

- Parking lot will go from three lanes to one lane of traffic for drop off/pick up
- Right hand turns only
- Teacher on duty monitor traffic flow at entrance on exit
- Designated section for parent parking

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will re-establish and implement SST protocols for both behavior and academic student needs.

Support for this strategy...

SSTs are site-based proactive problem-solving teams, charged with marshaling systematic, evidence-based interventions and supports for struggling students. Yet, SSTs are vastly misunderstood, affecting efficacy of implementation. Indeed SSTs are often deficit-based and reflect disproportionality in terms of referrals and placement of minority students. Building Efficacy of Student Study Teams (BESST), 2015

- Staff training on protocols
- Designated representatives for each grade level span will meet with Assistant Principal and SAI on a regular basis

- PLCs will set aside time to discuss early interventions and come up with solutions for struggling students

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

Amount(s)	Source(s)
500	LCFF
2160	Title I

Strategy/Activity 5

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

Strategy/Activity
We will take a proactive approach to meet the needs of at risk students and Tier II behaviors.

Support for this strategy...

Social skills are best taught in the environment in which they are to be demonstrated, in the case of schools, in the classroom. They are best taught in the entire school consistently. They can, however, be taught in smaller groups such as by a Guidance Counselor. PBIS Tier II Intervention Tool Box

Sometimes, students will need more specific behavioral supports to succeed. When that is the case, teachers should rely on Tier II and Tier III Positive Behavior Interventions to help students. Tier II interventions apply to a small group or students, and Tier III interventions are individualized. India King, Kickboard

- School counselor will solidify small group and individual counseling sessions
- Tier II behaviors will have structured conversation with counselor before participating in lunch recess
- Counselor will help create and monitor STARS/behavior contracts

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

Amount(s)	Source(s)
1500	Title I
2500	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will create structured recess to promote healthy activity and cooperative play.

Support for this strategy...

Researchers studying a recess model developed by the nonprofit Playworks found that schools using it reported fewer bullying incidents and disciplinary referrals. Some key strategies of the model are: having equipment for games out and ready for children when they arrive for recess, having students play those games using agreed upon rules, and teaching conflict-resolution skills so that students can get back to playing quickly when a disagreement arises.

Education Week August, 2018

To improve student behavior at recess, for example, teach and practice with students the transition routines for the beginning and end of recess. Teach common playground games to students

Bullying: Not Just a Kid Thing, Cooper and Snell 2019

- The school will provide unique play equipment to motivate and encourage student participation in various group activities
- During recess campus supervisors will organize, lead, and monitor a specific activity for a group of students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Eastsíde Union School District will foster a team commitment.

Goal 3

Enterprise Elementary will foster a team commitment.

Identified Need

Enterprise has experienced a high turn over in administration and faculty since its opening in 2014, as a result there is a fractured school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council	8 members out of a total of 10 needed	10 members
Parent Resource Room	Identified a room with minimal supplies	used daily for workshops and support
Family Events	20% of staff attends family events	60% of staff attends family events
PTA	40 members	100 members
Professional Learning Communities (PLC)	balanced PLC's were initiated	Highly Effective PLC's as defined in The Power of Teacher Teams
Collaboration for Professional Growth	1 10 week cycle of professional growth	2 10 week cycles of professional growth
Panorama Survey Teaching Staff	Feedback and Coaching 37% Professional Learning 47% Staff-Leadership Relationships 42%	Feedback and Coaching 60% Professional Learning 60% Staff-Leadership Relationships 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will assist in the development of a Parent-Teacher Association or Organization.

Support for this strategy…

- To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; and
- To assist parents in developing the skills they need to raise and protect their children; and
- To encourage parent and public involvement in the public schools of this nation. PTA Mission Statement

- Every teacher, support staff, and the principal will identify two parents to personally call and invite to an initial meeting about forming a parent organization.
- Encourage teachers to attend initial meeting
- Provide translation, snacks, and childcare for every meeting
- Provide sample mission statement and bylaws
- Assist in the election or appointment of officers
- Assist in membership drive for all parents and community members
- Calendar regular meeting dates

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will increase parent involvement in school government.

Support for this strategy…

School councils consist of parents, principals, teachers, secondary students and community representatives who work together to support and enhance student learning. They provide a way for members of the community to consult with and offer advise to the principal and the school boards. Calif. Dept. of Education

- On the school website, provide a link to the CDE page for Schoolsite Councils so parent will understand the purpose of the council
- On the school website, provide a link to the CDE page for The English Language Advisory Committee so parent will understand the purpose of the council
- Calendar regular meeting dates
- Provide translation, snacks, and childcare for every meeting

- Binders and organizers

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

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 3

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

All Students

Strategy/Activity

We will offer multiple opportunities for parents to become involved besides the PTA or school governance.

Support for this strategy...

35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism. Marzano

The success of any one parent involvement strategy depends on how well it matches up with an individual parent's needs. Vandergrift and Greene

The school needs to ask how it can assist parents to make their involvement possible. Burgess

Researchers indicate that nothing creates more of a sense of ownership than being involved in day-to-day school activities. Antunez

- At the beginning of the year (ideally, in the summer) we will survey the parents about what they need from the school. We will ask them how they would like to become involved and list various suggestions (classroom help; ballroom, lunchroom, or playground help; clerical help; guest speaker or presenter.) We will advise them of the background check process.
- Every teacher will invite all the parents in their class to volunteer in their classroom and school activities either by robo call, their teacher website, classroom newsletter, or at Back-to-School Night.
- Parents who regularly volunteer will be given recognized at the Family Picnic

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

Amount(s)	Source(s)
2000	LCFF

6500	Title I
	LCFF
	LCFF

Strategy/Activity 4

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

All Students

Strategy/Activity

We will provide a Parent Resource Room for parents to use for a variety of reasons.

Support for this strategy…

Parents who are not so assertive are equally important to your school mission—their children need their support, and so do you. Meek

- We currently have a room with minimal resources. We will begin to supply this room with equipment and materials, i.e. computers; parent literature; materials that parents can create to assist them in helping their children at home (flashcards, question stems, games (phonics, math facts, etc.)
- The room will have a toddler's play area
- Coffee and snacks will be available
- The room will be used for the PTA meetings
- With the assistance of the Parent Liaison we will offer workshops for parents including nutrition for children and families, stop smoking, first time buy programs, ect…
- The room will be available for parent support groups such as the Foster/Family Caregiver support group and other groups as they are developed

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

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 5

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

All Students

Strategy/Activity

Running in conjunction with our Saturday Student University (see Goal 1, Strategy 9) will offer a Parent University.

Support for this Strategy…

Parent education programs have shown significant benefits for parents, caregivers, children, and families, such as the following:

- More positive parenting style as a result of greater parental or caregiver understanding of child development and effective communication styles
- Enhanced social connections as parents exchange ideas, provide and obtain support, and share resources
- Improved child behavior, as children whose parents participate in these programs show greater prosocial behaviors and less negative externalizing behaviors
- Better quality parent-child interactions as a result of parents learning how to engage with their children
- Enhanced parental mental health and well-being, as improved skills and parenting knowledge help to reduce caregiver depression, anxiety, anger, guilt, and stress
- Reduced risk of corporal punishment and child abuse as parents learn alternatives to physical punishment and a new way of thinking about appropriate family roles and expectations of children
- Parental self-confidence and empowerment as caregiving skills progress and parents grow more competent and comfortable in their roles. Wilder Research, 2016

- Based on the survey of what parents' want (See Goal 2, Strategy 4) we will develop a curriculum for three 3-hour classes. Topics may cover child discipline; helping your child with homework; getting Fathers involved; eating healthy; playing with your child; or any other topic of interest to the parents. Early childhood experts, school counselors, and social workers will be recruited to teach the classes.
- School data will be shared with parents and their input for school improvement will be gathered
- Parents will be provided with resources such as Zumba classes, Farmers Market, ect…

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
320	Title I
2160	Title I
1340	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will increase the participation in parent and family events throughout the year.

Support for this strategy…

Low-income and culturally diverse students are more likely to be successful when a partnership develops between home and school. Epstein

- Based on the survey of what parents want (See Goal 3, Strategy 3) we will hold three Family Nights at school. These will be based on literacy, science (will include Science Fair), and social emotional learning.
- Working with the PTA we will have three family fun nights such as movie night, game night, ect...
- We will host at least one event in our local park

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

Amount(s)	Source(s)
6000	Title I
2500	Title I
2500	LCFF

Strategy/Activity 7

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

All Students

Strategy/Activity

To show respect for teachers' time and professionalism, and to support the development of their new PLC teachers will be invited for a full day professional development to team build and develop print-rich, academically-stimulating classroom environments.

Supports for this strategy

We believe that the differences in school climate explain much of the differences in academic achievement between schools that is normally attributed to composition. Brookover

The organizational climate in a school has been defined as the collective personality of a school based upon an atmosphere distinguished by the social and professional interactions of the individuals in the school. Deal and Kennedy

Displays are essential tools for supporting students' learning and making the classroom feel welcoming and engaging. Anderson

- Team building activities will be used whole staff and in PLC
- Teachers will work with administration to solidify the school's vision statement
- Teachers will work to develop print-rich, academically-stimulating classroom environments.

o 80% of wall space will be reserved for student work and anchor charts

o Student work will be labeled with the content and/or common core standard

o Standards-appropriate learning centers and other independent activities will be available for student use

o Teachers will use their time to prepare for optimum classroom management and the prevention of clutter

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

Amount(s)	Source(s)
6750	Title I
2000	LCFF
1500	LCFF

Strategy/Activity 8

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

All Students

Strategy/Activity

The principal, assistant principal, and members of the leadership team will utilize the seven levers of leadership as defined in Leverage Leadership by Lemov and Bambrick-Santoyo.

Support for this strategy...

Exceptional school leaders succeed because of the systems they put into place, and the way they organize the school. They succeed because of how they choose to use time; including what they do and how and when they do it. Lemov

- Conduct regular classroom walk throughs and provide timely feedback
- Use data to inform our instruction
- Provide teachers time to plan
- Publish a staff development calendar at the beginning of the year
- Create a strong student culture where learning can thrive.
- Create a staff culture that is conducive to professionalism
- Train instructional leaders to expand their impact across the school
- Extend PLC planning time two additional hours per month

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

Amount(s)	Source(s)
300	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The principal and assistant principal will continue to develop best instructional and leadership practices.

Support for this strategy…

I've never met a person from whom I didn't learn something, although most of the time it was something not to do. Abraham Lincoln

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young. Henry Ford

Go forth and set the world on fire! Ignatius Loyola

- Attend the Brain Conference annual conference
- Participate in a professional book study together, Leading with Soul by Bolman and Deal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Enterprise Elementary will operate with increasing efficiency and effectiveness.

Identified Need

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

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
2020/2021 Budget	Currently the school scrambles to spend designated money at the end of each fiscal year.	Money will be spent throughout the year accurately in each object code and within its designation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The administration and office staff will collaborate to run an effective and efficient school.

Support for this strategy…

Guiding a school staff to reach a common vision requires intensive and sustained collaboration. After all, it is the expertise of teachers upon which any quality educational system is built. Qualities of Effective Principals, James H. Stronge, Holly B. Richard and Nancy Catano, 2008

- Establish written protocols and procedures and put in place regarding enrolling and exiting students, expectations for phone communications, reporting attendance, updating and maintaining accuracy of information in Aeries
- Document actions taken regarding aforementioned items and communicate that with Administration
- Establish ordering and inventory daily/weekly procedures
- Solidify protocols for managing parent and student traffic in the office
- Establish and maintain weekly meetings to identify and address office concerns and maintain protocols

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2160	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide an equitable distribution of resources and adhere to fiscally responsible best practices Enterprise will establish inventory protocols.

Support for this strategy….

Because inventory management and asset management are so important to educational institutions, schools and the educators employed by them should be aware of the best practices associated with inventory and fixed assets.

Pontius, Nicole, Asset Management, January, 2020

Asset management can and will reduce losses to school districts. A 2010 audit of 21 Los Angeles area schools found that the system had lost more than $10 million in stolen textbooks and unneeded textbook purchases.

Losses Can Run Into Millions, GoCodes, 2020

- Inventory of all district and school purchased supplies and materials
- Create and maintain updated list for supplies and materials in use/used
- Establish written protocols and procedures for requesting, purchasing, distributing and collecting materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$191,159.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$142,999.00

Subtotal of additional federal funds included for this school: $142,999.00

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	$48,160.00

Subtotal of state or local funds included for this school: $48,160.00

Total of federal, state, and/or local funds for this school: $191,159.00

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

4 Parent or Community Members

Name of Members	Role
Theresa Voeltz	Principal
Antonio Villalobos	Classroom Teacher
Mary Montagut	Classroom Teacher
Preston Clark	Parent or Community Member
Dayna Hailey	Parent or Community Member
Crystal Montoya	Other School Staff
Gwen Walker	Parent or Community Member
Nicole Ramirez	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 .

Attested:

	Principal, Theresa Voeltz on 6/17/19
	SSC Chairperson, Preston Clark on 6/20/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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