

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eastside Academy	19 64477 0122929	N/A	9/15/2021

Purpose and Description

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

Schoolwide Program

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

As outlined within this document, the stakeholders at Eastside Academy have agreed to focus on four goals, each with a set of strategies.

Goal 1: Improve teaching and interventions to enhance academic and behavior support and address the needs of all students.

- Provide support for teachers to assist all students in improving their overall academic performance.
- Identify student areas of need and create action plans for academic success.

Goal 2: The Eastside Academy will promote a safe and caring learning environment that supports successful academic, behavior and emotional outcomes for all students.

- Promotion of basic and advanced skills that are fundamental to academic success, including standards-aligned instructional materials, options for extended learning, and extracurricular opportunities after school that promote collaboration, leadership, career exploration, cultural awareness, behavioral and social development.

- Routine recognition of academic achievement, progress, attendance improvement, and positive behavior.

Goal 3: We will foster a team commitment to support student academic and behavior goals through connecting and providing meaningful engagement opportunities.

- Increase opportunities for stakeholder growth and support through school, district, and community partnerships.

Goal 4: The Eastside Academy will operate with increasing efficiency and effectiveness that enhances all students' opportunities to learn.

- Build and maintain a culture of school pride for both teachers and students as well as a welcoming environment for all stakeholders.

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).

Stakeholder voices (i.e. voices of our students, parents, families, staff, and other community members) play an important role in helping us improve our teaching, leadership and other school practices. An online survey created with the support of Panorama Education was given to our stakeholders during the 2020-2021 school year. The Panorama Survey instrument is research-based that collects valid and reliable perception data. The survey included groups of questions that gathered feedback from all stakeholder perceptions about school climate, SEL, safety, growth mindset, and school engagement at the Eastside Academy and Transitional Learning Center. This feedback instrument provides staff and school leadership with valuable data about how students see their classes and school, parental involvement, and how supported the staff feel overall. Due to there being a small number of respondents, the data from 2020-2021 was used to help identify areas of strength and areas of need for the Eastside Academy and Transitional Learning Center.

Based on the 2020-2021 Panorama Survey Results, the Eastside Academy observed the following results:

- 83% of family members responded favorably to being satisfied with the way learning is structured at the Academy right now.
- 57% of families responded favorably to not being concerned with receiving additional family assistance.
- 56% of families responded favorably to the learning model used at the Academy during distance learning.
- 50% of families felt distance learning was difficult for their students, while 50% also felt distance learning was easy for their students.
- 75% of the families thought their students should spend more time learning in person, at school.
- 67% of families were confident about their ability to support their child's education during distance learning.
- 64% of Academy staff responded favorably about being concerned with their Well-Being and SEL.
- 55% of Academy staff responded as favorable about the need for student support.
- 48% of Academy staff responded favorable about professional needs being met with distance learning.
- 40% of Academy staff responded favorable about collaboration and access to colleagues during distance learning.
- 30% of Academy staff responded favorable to being able to communicate with families during distance learning.
- 20% of Academy staff responded favorably about engaging students during distance learning.

According to the survey, the Eastside Academy/TLC witnessed the greatest area of strength in Well-Being and SEL with the staff identifying as 64% favorable. This is 16 points greater than other schools in the Eastside Union School District. The two areas of greatest concern were collaboration with distance learning (22 points lower than the average in the EUSD) and family communication (23 points lower than the district average) followed by professional needs with distance learning (12 points lower than the district average), students engagement with distance learning (11 points lower than the district average), and student support (6 points lower than the district average).

In addition to the responses from the 2020-2022 Panorama Survey, staff input/feedback was also collected throughout the 2021-2022 school year. Staff members were provided with opportunities to observe and analyze data collected throughout the year. The data included behavior, performance, and engagement of all students. As a part of the Academy's efforts to promote success for all students, school leadership, teachers, counselors, instructional assistants, campus supervisors, behavior and resource specialists all contributed to analyzing student data results to provide targeted academic and social-emotional support to student. The responses were used to identify the greatest needs in order to inform our next steps.

The survey for 2020-2021 is used for the 2022-2023 SPSA. According to Panorama Education who provides the survey, the number of respondents was less than the required amount to show the survey data. In an effort to protect the confidentiality of the respondents, their responses were not displayed for the 2021-2022 school year.

Classroom Observations

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

The annual evaluation process at the Eastside Academy/TLC involves continuous informal classroom observations and feedback for the teacher. This includes a formal observation cycle and collection of evidence to foster collaboration with the teacher, goal setting, and monitoring. Eastside Academy/TLC will use online tools to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool will be used by the teacher and observer(s) in respect to their assigned roles. The Academy teacher is encouraged to participate in peer observations. The Academy teacher is also encouraged to record their own lessons as a means of reflecting on their practice. Informal observations at the Eastside Academy/TLC will be conducted by administrators as well as instructional coaches, District Office support, and other professionals. Informal observations will be conducted for the purpose of providing focused, constructive and critical feedback to the teacher aimed at improving teaching. At times the informal observations will be conducted for the purpose of just learning and reflection. Like an informal observation, formal observations provide feedback and guide coaching of the teacher. Formal observations also form the basis of evaluation of job performance and are exclusively conducted by none other than the school administrators.

The following is a summary of findings from classroom observations:

Formal and informal observations are conducted throughout the school year to provide teachers with feedback. During classroom visits, students were observed as being engaged, core conversation skills were being used throughout the lessons. SEL Competencies were promoted and used. The direct instruction, guided practice, and independent practice were all connected to a standards-based learning objective. The teacher modeled how students would engage with the content and reinforced how students should use academic conversations throughout the lessons. The teacher used strategies that built and supported student ownership of their learning. Throughout the observations there were opportunities for students to have student-to-student interactions. Many of the interactions involved student-to-teacher. Throughout the lessons the teacher engaged students by building and accessing background knowledge, small groups, connection-making, and other learning tools or strategies.

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)

Eastside Academy/TLC participates in:

- California Assessment of Student Performance and Progress (CAASPP) for students in grades 3-8
- ELPAC as appropriate for identified English Learners
- Smarter Balanced Interim Assessment Blocks
- Renaissance STAR testing in Reading, Math for beginning and end of the year benchmarks
- A variety of other formative/summative assessments throughout the year

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

Administrators and teachers utilize the Professional Learning Community (PLC) model and data analysis protocols to analyze data for student progress based on the collection of results from grade level benchmark and daily formative assessments. Teachers also use the following questions: What are students expected to learn? How will we know that students have learned it? How can we support students who didn't achieve as expected on the assessment? How can we extend learning for students who did achieve beyond expectations?

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The teacher(s) at the Eastside Academy/TLC hold(s) an active California teaching credential.

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

All teachers hold an active California teaching credential and are trained in the use of Houghton Mifflin Harcourt reading and math programs. There may still exist a need for teachers at the Eastside Academy/TLC to take part in Professional development/learning for iReady, Amplify Science, and Think Central.

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

Professional development/learning in ELA, ELD, Math and Instructional Leadership have been provided by the District to support teaching and alignment to the California Common Core State Standards (CA-CCSS). The District will continue to utilize consultants to provide PD in ELA, ELD, Math, and Instructional Leadership that align with CA-CCSS and Professional Learning Standards for Teaching and Administrative Professions.

The primary focus of teacher and administrator professional development during the 2021-2022 year was on the cycle of professional learning which included academic conversations and language development across all content areas along with lesson plan development and gradual release of responsibility (GRR).

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 that includes teaching strategies and alignment to grade appropriate content standards at all grade levels. The ILT member attends trainings, and comes back to the Eastside Academy and uses their learning in the classroom. Further training for the Academy staff for the 2022-2023 school year will include Culture and Climate/PBIS and anti-bullying/Olweus, Tier II and III interventions, SEL, and Trauma informed practices.

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

PLCs meet monthly to analyze student data. During PLCs, the team works collaboratively to align instruction and monitor student progress on established academic, behavior, and engagement goals. Staff meetings are held at least once per month. The teacher(s) and counselors also invited to attend additional staff meetings with peers at other sites for peer and grade alike collaboration/professional development.

Teaching and Learning

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

The Eastside Academy/TLC teacher(s) provide standards-based instruction. The Eastside Academy uses district adopted curriculum that is aligned to the CA-CCSS. This includes additional supplemental materials that are used to ensure students have access to a rich learning environment.

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

Eastside Academy/TLC adheres to the recommended instructional time for reading/english language arts, mathematics, and ELD.

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

The district has adopted an instructional alignment guide. Eastside Academy will implement unit mapping for core subjects to ensure all students, including students needing intervention, have the necessary time to master the standards. The Eastside Academy/TLC teacher(s) will work with support staff to create opportunities for maximum student access to intervention. During the 2021-2022 school year, individual and group intervention was provided during class. Additional support for Academy students was offered at Glifford C. Cole Middle School.

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)

The Eastside Academy/TLC uses Houghton Mifflin ELA and Math programs that include strategies and material for all RTI levels. This curriculum is aligned to the core courses and the CCSS.

Opportunity and Equal Educational Access

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

The Eastside Academy/TLC Teacher(s) use strategies such as small groups, scaffolding, and reteaching. The Academy teacher(s) will continue to learn strategies that provide universal access for all students. This will include differentiated instruction, one-on-one support, and access to computer-based intervention programs.

Evidence-based educational practices to raise student achievement

Teachers use cooperative grouping, direct instruction, thinking map, graphic organizers, and other evidence-backed strategies. The Eastside Academy teacher worked with students to help them ask and answer high-level questions, organize their writing into a formula paragraph, and orally answer questions along with developing paragraph structure. The Eastside Academy teacher(s) will continue to 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 advanced organizers, as suggested in Marzano's "Classroom Instruction that Works". Students will also learn to set their own goals for learning and use data to reflect on and assess their individual progress.

Parental Engagement

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

The Eastside Academy/TLC families support learning by monitoring student engagement and frequently meeting with Academy teaching staff to discuss progress. The EUSD supports the Eastside Academy with coaching, TOSA support, technology, instructional materials, and professional development.

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 school governance. Eastside Academy has previously provided a back to school breakfast for parents as well as other events. There still exists a need to strengthen greater parent and family involvement. The Eastside Academy/TLC wants to continue to offer opportunities for parents to participate in school based activities. We will also continue to provide families, community members, staff, and students with opportunities to give feedback at the Academy to ensure compliance with our school-wide goals.

Funding

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

Eastside Academy is in need of more support in the area of ELA and math. The Eastside Academy would also benefit from SIPPS, Amplify Science, and Math training for teachers. The Academy will also benefit from Counseling and behavioral support training.

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 Eastside Academy strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning our funding to our documented school goals and priorities, reflection, and improvement. The actions in this plan are developed to meet our students' needs. All stakeholders (Parents/Guardians, students, and staff), and their input, are critical in making the decision-making process for each of the Academy students. Parents, guardians, and students provided input through meetings throughout the year, Panorama Surveys, staff, and classroom surveys. The staff at Eastside Academy participated in the review of student achievement data and worked collaboratively to align school goals with the Eastside Union School District LCAP. Based on the current Eastside Academy data (CA Dashboard data, STAR Assessment data, survey results, etc.)

and Stakeholder input, we reflected on our most current LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we planned for new actions and services as needs arose.

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 are lower than the regular comprehensive classes due to the Academy being set up as a Community Day School. We try to maintain a 1 certificated staff to 12 students ratio. A classified support staff is provided for each teacher. The Eastside Academy administrator is split between other duties on an additional campus. The district nurse supports the Academy's medical and health needs daily.

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. Specifically, the Eastside Academy does not have any identified resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten		1	
Grade 1	1	1	2
Grade 2		3	
Grade3	1	1	4
Grade 4	1		1
Grade 5	2	4	
Grade 6		2	5
Grade 7	1	1	
Grade 8	4	1	
Total Enrollment	10	14	12

Conclusions based on this data:

1. The percentage of African American student enrollment is much higher at the Academy site than it is in the overall district population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	0	2	1	0.0%	14.3%	8.3%
Fluent English Proficient (FEP)	0	1	1	0.0%	7.1%	8.3%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Overall, English learners make up about one-third of the overall student population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*	4	*	*	0	*	*	0			0.0
Grade 4	*	*	*	*	*	0	*	*	0			
Grade 5	*	*		*	*		*	*				
Grade 6	*	*	5	*	*	0	*	*	0			0.0
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
All Grades	15	13	10	14	12	0	14	12	0	93.3	92.3	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		14.29	16.67		85.71	83.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		35.71	16.67		64.29	83.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		7.69	18.18		92.31	81.82	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		35.71	25.00		64.29	75.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		35.71	8.33		64.29	91.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 16.67% of our students were at or near standard for English Language Arts.
2. The writing sub-domain of ELA is the lowest with 18.18% at or near standard.
3. For the reading, listening, and research/inquiry sub-domains 25.00% of students were at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*	4	*	*	0	*	*	0			0.0
Grade 4	*	*	*	*	*	0	*	*	0			
Grade 5	*	*		*	*		*	*				
Grade 6	*	*	5	*	*	0	*	*	0			0.0
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
All Grades	15	14	10	14	12	0	14	11	0	93.3	85.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		21.43	0.00		78.57	100.0	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		7.14	0.00		92.86	100.0	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		21.43	0.00		78.57	100.0	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	27.27		100.0	72.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 00.00% of our students were at or near standard for Mathematics.
2. The communicating Reasoning sub-domain of math is the lowest with 72.73% of students below standard.
3. For the Concepts and Procedures sub-domain 00.00% of students were at or near standard, for the Problem Solving & Modeling/Data Analysis sub-domain 21.43% of students were at or near standard.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades										*		0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades							*						*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades				*									*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades										*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades				*						*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades				*						*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades							*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades				*						*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. With only 33% of our students identified as English learners and a small student population (less than 20 students), no aggregate scores are available for Eastside Academy.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
12	91.7	8.3	8.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	8.3
Foster Youth	1	8.3
Homeless		
Socioeconomically Disadvantaged	11	91.7
Students with Disabilities	8	66.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	41.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	41.7
Two or More Races	1	8.3
Native Hawaiian or Pacific Islander		
White	1	8.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Mathematics



No Performance Color

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



No Performance Color

Conclusions based on this data:

1. No aggregate data is available due to number of students enrolled.

School and Student Performance Data

Academic Performance English Language Arts

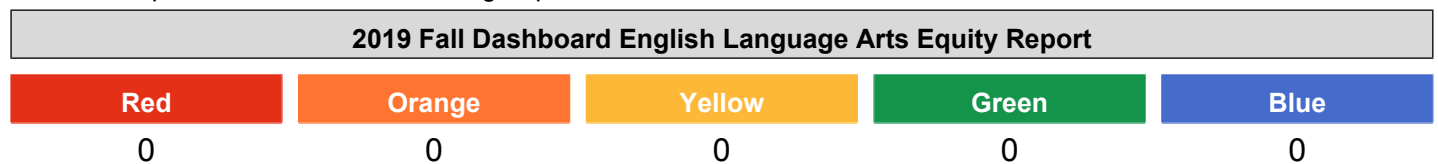
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 5
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Conclusions based on this data:

1. No aggregate data available due to small number enrolled.

School and Student Performance Data

Academic Performance Mathematics

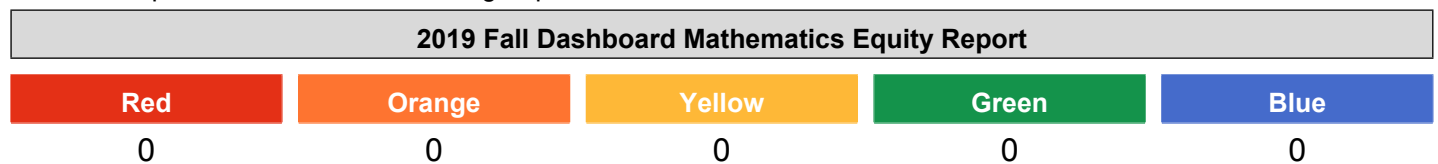
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





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




This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> </div>	English Learners	Foster Youth <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> </div>
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> </div>	Students with Disabilities <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			

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
		Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. No aggregate data available due to small number of enrollment

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No aggregate data is available due to small number of enrollment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

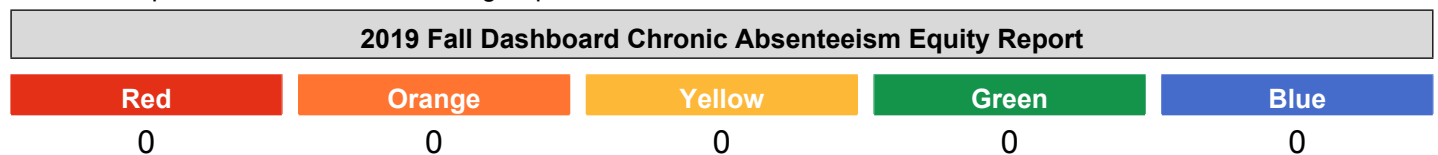
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 52.6 Increased +8.2 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 50 Increased +5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. No aggregate data is available.

School and Student Performance Data

Conditions & Climate Suspension Rate

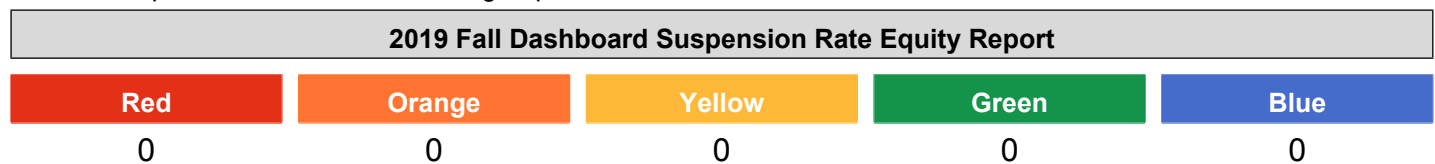
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 26.1 Increased +17.8 23	English Learners  No Performance Color Less than 11 Students - Data Not 1	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless	Socioeconomically Disadvantaged  No Performance Color 27.3 Increased +18.9 22	Students with Disabilities  No Performance Color 27.3 Increased +10.6 11

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.5 Increased +24.2 13			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 3

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.3	26.1

Conclusions based on this data:

1. No aggregate data is available.

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

The Eastside Academy will improve teaching for student learning, achievement, and success in English Language Arts (ELA) and Mathematics.

Identified Need

Assessment data collected in 2018-2019 and 2019-2020 has produced evidence that instructional practices and strategies have not met the unique needs of all Eastside Academy students. Students continue to perform below grade level proficiency in ELA and Math. Additional formative and summative assessment data is used to make informed, academic instructional decisions (2020-2021 STAR ELA and Math assessments).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (2019) CAASPP Mathematics (2019) STAR ELA/MATH	ELA 16.67% at or near standard (2019) MATH 00.00% at or near standard (2019)	ELA 50% at or near standard (Spring 2020) MATH 50% at or near standard (Spring 2020)

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

Strategy 1, Activity 1: Provide support for teachers and staff to assist all students in improving their overall academic performance.

- Teachers will participate in professional learning communities (PLCs) and professional development that centers around:

- * Culture and Climate/PBIS
- * Academic Conversations
- * Instructional Leadership
- * ELD Strategies
- * Trauma Informed Practices
- * Content specific strategies/supports

- * Restorative practices
- * SEL
- * Growth Mindset
- * Understanding by Design
- * Special Education
- * Common Core strategies and practices
 - Instructional methodologies
 - Meetings will be conducted with teachers at the end of Quarters 1 & 3 and Semester 2 to discuss progress, interventions, and acceleration as needed
 - Admin will support implementation of effective instruction by holding pre-conference coaching meetings, weekly classroom visitations, and reflective conversations based on the targeted feedback cycle.
- Provide Academy teacher(s) with opportunities to collaborate with multiple grade level (vertical and horizontal articulation) and subject area teachers from different EUSD school sites.

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)
800.00	LCFF
151.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The Eastside Academy/TLC will identify student areas of need and create action plans for academic success.

- Multiple measures including STAR Math/ELA scores, CAASPP Scores, All benchmark scores, Interim assessment scores, and teacher recommendations, and IEP goals.
- Follow-up with student progress quarters 1 & 3 and semester 2 for appropriate placement, extensions, and interventions.
- Students at risk of failing or performing as grade level proficient will be provided with targeted academic supports (In school and after school interventions).
- Provide comprehensive assessment system and differentiated instruction for all 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)
700.00	LCFF
250.00	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Eastside Academy/TLC engaged in a variety of strategies/activities aimed at increasing student achievement in English Language Arts and Mathematics. Teachers developed standards-based instruction, monitored student progress, and analyzed the results of students assessments to support and adjust their instruction to meet the needs of Eastside Academy/TLC students. Not all staff members at the Eastside Academy participated in Professional Learning and professional opportunities throughout the year. The Academy had two substitute teachers, one each semester. Teachers and instructional assistants received some support through targeted feedback based on classroom visits provided by the Administrator. Although the goal was to visit the classrooms weekly and coach the teacher weekly, this goal was not met with fidelity. The absence of consistent feedback may have impacted the teacher and Instructional Assistants' ability to recognize gaps in engagement and learning across the grade levels. Although gains were previously made in ELA and Math with some students, the majority of students widened their performance and engagement gap in both ELA and Math. During the 2021-2022 school year, the engagement gap potentially widened even more due to student refusal to work and behaviors that disrupted the learning environment and prevented students from completing assignments to the best of their ability.

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

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the a review of the 2021-2022 and current data analysis, the Eastside Academy/TLC SPSA Goal #1 actions will be adjusted to include participation in PLCs and professional development centered around: Culture and Climate/PBIS, Academic Conversations, Instructional Leadership, ELD Strategies, Trauma informed Practices, content specific strategies/supports, Restorative practices, SEL, content specific teaching/learning, and Special Education needs. Teachers will be provided with a quarterly meeting at close of each quarter to discuss student progress, interventions needed and utilized, and acceleration. The school Administrator will visit the

classroom weekly to support the classroom staff while offering pre-conference coaching meetings and reflective conversations based on the Academy's targeted feedback cycle.

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

The Eastside Academy/TLC will promote a safe and caring learning environment that supports successful academic, behavior, and emotional outcomes for all students.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement of student attendance rates	<ul style="list-style-type: none">2019 Fall Dashboard showed chronic absenteeism increased by 8.2 percent.	By June 2023, 100% of EA/TLC students will increase their individual attendance by 10%.
Decreased student suspension rates	<ul style="list-style-type: none">2019 Fall Dashboard Suspension rates for all students at the EA/TLC increased 17.8%.The percentage rate increased from 8.3 in 2018 to 26.1 in 2019.	By June 2023, 100% of EA/TLC students will decrease individual suspension rates.
Student movement from Tier III to TIER I interventions leading to transitioning back to their home school campus.	<ul style="list-style-type: none">2019 Student suspension rates and need for Tier III behavior interventions prior to the pandemic are used to establish a baseline.	By June 2023, 100% of EA/TLC students will move from Tier III interventions to Tier II Interventions or from Tier II to Tier I interventions. Any students who move to stable Tier I interventions will begin the process of moving back to their home school sites.

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

Strategy 2 - Activity 1:

Promotion of basic and advanced skills that are fundamental to academic success, including standards-aligned instructional materials, options for extended learning, and extracurricular opportunities after school that promote collaboration, leadership, career exploration, cultural awareness, behavioral and social development:

- Guest speakers/Mentors
- Opportunities for community connections
- Music
- Art
- Extended academic/social skills development after school
- Connections with home school site for information and extended learning opportunities
- Promotion of cultural awareness and celebration of student heritage

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)

800.00

LCFF

110.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 2 - Activity 2:

Routine recognition of academic achievement, progress, attendance improvement, and positive behavior.

- All staff will distribute PAWS points daily for positive behavior recognition.

- Quarterly recognition for academics, effort, citizenship, and attendance improvement.
- No tardy parties & engagement/attendance acknowledgement.
- PBIS “PAWS” Events/PBIS Store
- Continuous recognition for growth, positive behavior, and success in reaching goals

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)

1000.00

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

Strategy 2 - Activity 3:

Extension of a safe and caring learning environment that Includes Parent(s)/Guardian(s) in supporting successful academic, behavior, and emotional outcomes for all students:

- Develop parent engagement activities such as Family Breakfast, Family Math Night, Reading Events, or STEAM activities.
- Encourage parents to attend district sponsored events such as Parent University, Lego Fun Days, etc.
- Work closely with the Community Center, district social worker, and district parent liaisons to develop targeted programs for the families of Eastside Academy.
- Host Eastside Academy sponsored information sessions to provide support to families and students outside of the school environment.

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)

400.00

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

A review of the 2021-2022 activities and expenditures supported by the SPSA indicated that while recognizing the importance of promoting increased family involvement, there is also a need to focus on promoting a safe and caring learning environment that supports successful academic, behavioral, and emotional outcomes for all students, daily, while attending the Eastside Academy/TLC. Previously, Goal #2 in the 2021-2022 SPSA focused on increasing the involvement of families. It was determined by the School Site Council that a greater, daily, emphasis was needed to focus on the well-being in addition to the academic performance of each student attending our school.

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

During 2021-2022, the funds allocated to support Goal #2 were not used due to COVID-19 and safety related in-person limitations.

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

The Eastside Academy/TLC has revised Goal #2 to meet the needs of each student and support their academic, behavioral, and emotional performance. The Eastside Academy/TLC will focus on the following activities: the promotion of skills that are fundamental to academic success, options for extended learning, standards-aligned instructional materials, extracurricular opportunities that promote collaboration, leadership, career exploration, cultural awareness, and behavioral/social development. The Eastside Academy will include routine recognition of academic progress, attendance improvement, and positive behavior. The Eastside Academy/TLC will also continue to promote increased family involvement to help support students academically, behaviorally, and emotionally.

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 foster a team commitment.

Goal 3

Eastside Academy will foster a team commitment to support student academic and behavior goals through connecting and providing access to meaningful engagement opportunities.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent sign-in sheets indicating participation in meetings or school sponsored events.		100% of parents participating in individual parent meetings and school associated events.
Parent/Family/School/Student Contract		100% Participation of all Parents/Families/School/Students

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

Strategy 3 - Activity 1:

Increase opportunities for parent/family/student student and support through school, district, and community partnerships:

- Parent/Family Workshops.
- Explore opportunities for parent participation at times convenient for working parents.
- Provide child care and refreshments for parent meetings.
- Provide Virtual Meeting/Recording options for parents that can't make it to informational meetings on campus.
- Partner with the community to host events that engage students and families.
- Increase communication with stakeholders.

- Provide opportunities for family input in decision-making that benefits individual/all students.
- Create and implement Parent/Family/School/Student contracts to involve each in the academic, behavior, and attendance 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)
200.00	LCFF
81	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal #3 of the 2021-2022 SPSA indicated that the Eastside Academy would develop a systems of support to enhance the opportunities of students through social emotional support and schoolwide initiatives. Throughout the 2021-2022 school year, all students attended weekly counseling provided by the Eastside Academy counselor.

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

The budgeted expenditures to implement the strategies/activities to meet this articulated goal were not utilized due to COVID-19/safety restrictions.

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

In Goal #3, The Eastside Academy/TLC will continue to enhance the opportunities of students through social emotional supports and schoolwide initiatives. Additionally, the Eastside Academy/TLC will foster a team commitment to support student academic and behavior goals by connecting and providing access to meaningful engagement opportunities by: increasing opportunities for parent/family/student/community partnerships. This includes parent/family/student contracts focusing on academic, attendance, and behavior with a goal of 100% participation, an increase in communication between the school and parents/families, and opportunities for parents

to take part in the decision-making process with the school for their children who attend the Eastside Academy/TLC.

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 operate with increasing efficiency and effectiveness.

Goal 4

Eastside Academy will operate with an increasing efficiency and effectiveness that enhances all students' opportunities to learn.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff development		By June 2023, All staff will receive Professional development, as needed, throughout the year.
Sufficiency on Williams Instructional materials visits	100% Sufficiency	100% Sufficiency

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

Strategy 4 - Activity 1:

Build and maintain a culture of school pride for both teachers and students as well as a welcoming environment for all stakeholders.

- Ensure common areas such as the entrances, playground, classrooms, offices, receptions areas, and hallways, are well maintained and furnished.
- Classrooms will promote student productivity in a comfortable and safe environment through the use of flexible seating as appropriate.
- Ensure the sufficiency of instructional materials inspection by continuing to communicate with other schools in the district throughout the school year to ensure all students have access to

the recommended text assigned.

- Support all staff members with professional development to enhance their job performance.
- Create a positive indoor/outdoor environment connected with growth mindset, SEL, and mental/physical health support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal #4 of 2021-2022 SPSA for the Eastside Academy/TLC included the increase of student attendance, school pride, and a welcoming environment for students and staff. Student attendance did not improve this year. Several students were absent due to Covid 19 -related illnesses in their families. The 2021-2022 school year started with 12 students in attendance and decreased in numbers because all but one student transferred to other campuses including their homeschools. During the second semester, additional students were added to the campus. Six of the seven newly added students entered the Academy with low attendance and engagement history.

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

No major differences occurred between the intended implementation and/or the budgeted expenditures to implement the strategies to meet the articulated goal.

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

No changes will be made to this goal.

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	\$4,492.00

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	\$592.00

Subtotal of additional federal funds included for this school: \$592.00

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	\$3,900.00

Subtotal of state or local funds included for this school: \$3,900.00

Total of federal, state, and/or local funds for this school: \$4,492.00

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

1 Classroom Teachers

4 Other School Staff

Name of Members	Role
Jina Hughes	Principal
Juan Flores	Classroom Teacher
Arlene Potter	Other School Staff
Alyssa Crespo	Other School Staff
Fermin Gonzalez	Other School Staff
Jessy Medina	Other School Staff

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


Other: School Site Council

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, Jina Hughes on 6/17/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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