

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gifford C. Cole Middle School	19-64477-6108294	5/29/2020	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Our school plan reflects our District goals and specifically identifies the strategies and actions our faculty and site council have developed to meet the various needs of our students. In addition to actions funded by LCFF, we have identified supplemental strategies and activities that will improve or increase the way we work with students to increase their academic and social growth funded by Title I funds.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Eastside Union School District and Gifford C. Cole Middle School conduct periodic surveys throughout the year. At each parent meeting, parents are provided an opportunity to ask questions, voice concerns, and make suggestions for ways to improve our school. At the beginning and midpoint of the school year, students, parents and staff members electronically complete a climate survey which is reviewed and provides information for our school plan. The parent survey provides data aggregated at the district level.

Classroom Observations

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

Throughout the school year administrators make informal classroom observations. A selected group of tenured and probationary teachers are formally observed at least once throughout the school year and feedback is given for teachers to make positive instructional decisions. Included with the teacher observations are District-led Guided Visits which include teachers, site administrators, and district administrators to provide real time data regarding school initiatives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school uses assessment data from the CAASPP, CAA, ELPAC, IABs and Common Assessments. Additionally, teachers are assessing student progress weekly and at the end of units. Teachers create pacing calendars to ensure that the California Standards are taught throughout the school year.

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

At Gifford C. Cole Middle School, students are given common assessments to make instructional decisions. They provide teachers the information to determine which students are mastering the standards and how to adjust pacing. Yearly state assessments are given and analysis of ongoing data will guide decisions regarding students in need of an SST and/or Intervention. The school will gather and evaluate data at regular times to monitor the effectiveness of strategies in meeting student academic achievement goals and to plan appropriate intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of Gifford C. Cole Middle School teachers meet all requirements to be considered highly qualified according to ESEA in the state of California.

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

All professional development days are carefully planned and topics are aligned to increase teacher effectiveness and thus, student learning. Planning time is provided for teachers to collaborate around student learning and lesson development. Site funds are available for staff to participate in off-site professional development. Administrators use staff meetings to provide opportunities for the Instructional Learning Team (ILT) and the Culture and Climate team to provide ongoing training in strategies that will increase student learning and student belonging.

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

Gifford C. Cole Middle School aligns professional development to the content standards, to increasing student performance based on test results, and to professional needs. Teachers choose goals for professional growth at the beginning of the school year focusing on curriculum, instructional strategies, assessment use and analysis, and student engagement. District and site identified goals coupled with teacher growth goals are used to determine professional development needs. Site and District funds are available for staff to participate in off-site professional development.

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

District TOSAs, the ILT team, and site administrators provide ongoing instructional assistance and support for teachers through both formal and informal channels. Some assistance is given through workshops, and some through 1:1 coaching.

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

Teachers are provided collaboration time to meet within their department and in cross-disciplinary groups during weekly staff meetings and monthly teacher collaboration afternoons. During this time teachers review data; plan lessons or pacing; work to integrate strategies they have recently been taught; or plan for the social emotional growth of their students.

Teaching and Learning

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

Gifford C. Cole Middle School uses state adopted textbooks and supplemental materials in Reading/Language Arts, Mathematics, Social Studies, and Science.

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

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

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

Common pacing guides are used in mathematics, science, social studies, and language arts. In 2020-21 we will be offering intervention not only during the school day, but after school as well.

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

All students have access to standards-based instructional materials in hard copy and/or on-line. All student are provided a chrome book for on line access to materials and assignments. The school complies with the Williams Legislation concerning sufficiency of materials.

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

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

Opportunity and Equal Educational Access

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

Teachers will provide scaffolding and use intervention strategies in the regular education class to assist below level students. Teachers will also provide intervention in Language Arts or Math in an elective period, and/or after school. Teachers will use Advisory period to assist students in tracking their academic performance; teacher teams will recommend students to the SST process.

Evidence-based educational practices to raise student achievement

Both Eastside School District and Cole Middle School provide staff development for evidence and research based strategies.

Parental Engagement

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

Eastside Union School District and Gifford C. Cole Middle School provide many opportunities for parents to receive "parent development" in order to assist their students. DELAC, ELAC, SSC, and Title I meetings provide parents with opportunities to give input into improving our school and increasing student achievement. Parent education classes are provided by our site and District Parent Liaison.

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

Parents are encouraged to participate in various school committees and school wide activities. Gifford C. Cole Middle School will implement joint-training and team-building activities for site administrators, teachers, and parent leaders in order to:

Ensure that all administrators understand and implement required and effective parental involvement practices at their schools.

Establish family-friendly volunteer policies to recruit and organize help and support from parents.

Invite parents to successfully participate in curricular and budgetary decision-making.

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Ensure staff and family access to training in effective school, family, and community partnerships.

Train staff with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.

Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities, involvement is a high priority.

A school site council is formed by parent nominations and voting. An ELAC is formed for parents of English language learners as well as a district DELAC representing parents of all students within the district.

Funding

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

The District contracts with Rise Educational Services to provide after-school intervention and homework help and support in Reading/Language Arts and Mathematics for students. The school will provide support through Intervention classes during the school day and after school.

Fiscal support (EPC)

Our site receives funding through LCFF and Title I.

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

School Site Council and stakeholders are involved in the process of writing and reviewing the SPSA. Cole staff met to review school Dashboard data, develop areas of need, identify root causes, and develop change ideas on 2/19/20, 3/11/20, and 5/8/20. In addition the SSC reviewed the plan during the 6 meetings this year. This year SSC met to discuss this plan on 2/27/20, 5/6/20 and 5/20/20. ELAC meets monthly and gives input. Staff met to review data and give input into the school plan on 2/19/20, 3/11/20, and 5/8/20. Committee members reviewed the plan and discussed appropriate expenditures related to student need.

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. Gifford C. Cole is the only middle school in EUSD, and therefore has no comparable sites. Instructional time is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides), all school offices are staffed with an office manager, an attendance clerk, and a health clerk. Two district nurses support schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses, and includes additional funding at the middle school to allow support for after school intramural sports, band, and student leadership. Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that no resource inequities exist across the district. Gifford C. Cole does not have any identified resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.42%	%	1	3	
African American	24.3%	22.24%	23.6%	165	159	169
Asian	0.9%	0.70%	0.56%	6	5	4
Filipino	1.0%	0.42%	1.54%	7	3	11
Hispanic/Latino	63.6%	64.76%	65.5%	431	463	469
Pacific Islander	0.3%	0.28%	0.28%	2	2	2
White	7.7%	8.25%	6.15%	52	59	44
Multiple/No Response	%	%	0.14%			1
Total Enrollment				678	715	716

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 5	3	3	1
Grade 6	3	4	2
Grade 7	344	348	368
Grade 8	328	360	345
Total Enrollment	678	715	716

Conclusions based on this data:

1. Cole is continuing to increase enrollment.
2. Hispanic/Latino students have increased by about 2% since the 2016-17 school year.
3. All other demographic groups have remained relatively stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	140	124	136	20.6%	17.3%	19.0%
Fluent English Proficient (FEP)	156	177	161	23.0%	24.8%	22.5%
Reclassified Fluent English Proficient (RFEP)	12	15	0	9.5%	10.7%	0.0%

Conclusions based on this data:

1. English Learners enrollment has fluctuated.
2. The percent of Fluent English Proficient students has decreased since 2017-18.
3. The number of English Learners that have been reclassified has decreased by about 10% since the 2016-17 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*				
Grade 7	371	347	348	362	343	341	362	343	341	97.6	98.8	98
Grade 8	335	354	339	329	352	332	329	351	332	98.2	99.4	97.9
All Grades	706	702	687	691	695	673	691	694	673	97.9	99	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*			*			*	
Grade 7	2487.	2466.	2479.	1.38	1.17	3.52	25.97	16.03	23.75	29.28	26.24	24.05	43.37	56.56	48.68
Grade 8	2506.	2499.	2491.	2.13	1.42	1.81	22.19	23.36	18.67	34.35	31.91	29.82	41.34	43.30	49.70
All Grades	N/A	N/A	N/A	1.74	1.30	2.67	24.17	19.74	21.25	31.69	29.11	26.89	42.40	49.86	49.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	6.91	6.41	7.35	45.30	30.61	35.00	47.79	62.97	57.65
Grade 8	8.51	4.56	8.13	40.73	43.02	35.54	50.76	52.42	56.33
All Grades	7.67	5.48	7.74	43.13	36.89	35.27	49.20	57.64	56.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	9.67	7.31	10.85	48.90	41.52	46.33	41.44	51.17	42.82
Grade 8	6.99	6.27	7.23	52.28	49.29	48.80	40.73	44.44	43.98
All Grades	8.39	6.78	9.06	50.51	45.45	47.55	41.10	47.76	43.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	4.97	0.58	5.29	51.93	50.15	53.82	43.09	49.27	40.88
Grade 8	4.26	3.70	6.02	68.39	58.12	53.01	27.36	38.18	40.96
All Grades	4.63	2.16	5.65	59.77	54.18	53.42	35.60	43.66	40.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	10.22	8.45	12.35	50.55	45.48	43.82	39.23	46.06	43.82
Grade 8	7.29	10.83	6.63	50.15	50.71	46.99	42.55	38.46	46.39
All Grades	8.83	9.65	9.52	50.36	48.13	45.39	40.81	42.22	45.09

Conclusions based on this data:

1. We have a 98% participation level in state testing.
2. The percentage of our students whose performance exceeds the standards has for the most part maintained or slightly improved. The percentage of 7th grade students whose performance did not meet the standards has decreased and increased for 8th grade.
3. In 7th and 8 grade our relative strength is in Listening. Our relative weakness in both 7th and 8th grade is in the area of Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*				
Grade 7	371	348	347	362	342	336	362	342	336	97.6	98.3	96.8
Grade 8	335	354	339	326	352	332	326	352	332	97.3	99.4	97.9
All Grades	706	703	686	688	694	668	688	694	668	97.5	98.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*			*			*	
Grade 7	2450.	2423.	2436.	0.28	1.17	2.68	7.73	3.80	6.85	31.77	19.59	22.92	60.22	75.44	67.56
Grade 8	2450.	2452.	2445.	1.23	0.00	1.51	3.99	3.41	3.92	20.55	24.15	18.07	74.23	72.44	76.51
All Grades	N/A	N/A	N/A	0.73	0.58	2.10	5.96	3.60	5.39	26.45	21.90	20.51	66.86	73.92	72.01

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 5		*			*			*		
Grade 7	1.66	1.46	5.37	25.14	14.33	18.81	73.20	84.21	75.82	
Grade 8	1.53	0.85	1.51	17.48	21.59	15.36	80.98	77.56	83.13	
All Grades	1.60	1.15	3.45	21.51	18.01	17.09	76.89	80.84	79.46	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	1.38	1.17	3.28	37.57	25.15	30.75	61.05	73.68	65.97
Grade 8	2.45	1.42	2.11	23.31	39.49	28.92	74.23	59.09	68.98
All Grades	1.89	1.30	2.70	30.81	32.42	29.84	67.30	66.28	67.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 7	1.66	2.34	4.48	52.49	43.86	40.60	45.86	53.80	54.93
Grade 8	1.84	0.28	2.41	39.26	43.47	40.96	58.90	56.25	56.63
All Grades	1.74	1.30	3.45	46.22	43.66	40.78	52.03	55.04	55.77

Conclusions based on this data:

1. There was a decline in the percentage of both grade levels tested in Math.
2. Overall we saw a slight increase in 7th and 8th graders who exceeded the standards; but 72.01% of our students were below standard in mathematics for the 18-19 school year.
3. Both our 7th and 8th graders show a relative strength in the area of Communicating Reasoning. Both our 7th and 8th graders show a relative weakness in the area of Concepts and Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4	*		*		*		*	
Grade 6	*		*		*		*	
Grade 7	1515.4	1521.4	1503.2	1522.9	1527.1	1519.3	68	68
Grade 8	1529.5	1541.6	1517.6	1538.9	1541.0	1543.8	53	65
All Grades							124	133

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	17.65	20.59	41.18	29.41	30.88	30.88	*	19.12	68	68
8	22.64	21.54	49.06	32.31	*	35.38	*	10.77	53	65
All Grades	19.35	21.05	43.55	30.83	24.19	33.08	12.90	15.04	124	133

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	25.00	36.76	47.06	30.88	19.12	17.65	*	14.71	68	68
8	39.62	32.31	39.62	33.85	*	23.08	*	10.77	53	65
All Grades	30.65	34.59	42.74	32.33	16.13	20.30	10.48	12.78	124	133

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	27.94	19.12	30.88	30.88	26.47	38.24	68	68
8	*	9.23	32.08	29.23	28.30	44.62	20.75	16.92	53	65
All Grades	16.13	10.53	29.03	24.06	29.03	37.59	25.81	27.82	124	133

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	27.94	22.06	61.76	52.94	*	25.00	68	68
8	54.72	13.85	35.85	66.15	*	20.00	53	65
All Grades	38.71	18.05	49.19	59.40	12.10	22.56	124	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	39.71	52.94	50.00	32.35	*	14.71	68	68
8	47.17	47.69	50.94	40.00	*	12.31	53	65
All Grades	41.94	50.38	49.19	36.09	8.87	13.53	124	133

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	23.53	13.24	19.12	32.35	57.35	54.41	68	68
8	22.64	21.54	32.08	30.77	45.28	47.69	53	65
All Grades	22.58	17.29	24.19	31.58	53.23	51.13	124	133

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	4.41	86.76	80.88	*	14.71	68	68
8	*	4.62	77.36	87.69	*	7.69	53	65
All Grades	11.29	4.51	80.65	84.21	*	11.28	124	133

Conclusions based on this data:

1. Our 7th and 8th graders show a relative strength in Speaking and Listening.
2. Both 7th and 8th grade show a relative weakness in Reading.
3. The majority of our English Learner population is Level 2 and 3.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
716	89.0	19.0	2.8

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	19.0
Foster Youth	20	2.8
Homeless	2	0.3
Socioeconomically Disadvantaged	637	89.0
Students with Disabilities	121	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	169	23.6
Asian	4	0.6
Filipino	11	1.5
Hispanic	469	65.5
Two or More Races	16	2.2
Pacific Islander	2	0.3
White	44	6.1





Conclusions based on this data:

- 89% of our students are socio-economically disadvantaged.
- We have a large number of English Learners (19%) and a large number of Students with Disabilities (16.9%)
- Our Ethnic composition is mostly Hispanic (65.5%) and African American (23.6%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Suspension Rate is in the Red category, indicating that we are increasing the number of suspensions and are far from meeting the goal of rare suspension.
2. English Language Arts and Mathematics are in the Orange category (showing that we've made progress over the past three years).
3. Chronic Absenteeism is in the Yellow category, indicating that we have improved the rate of chronic absenteeism, and that there are less students chronically absent.

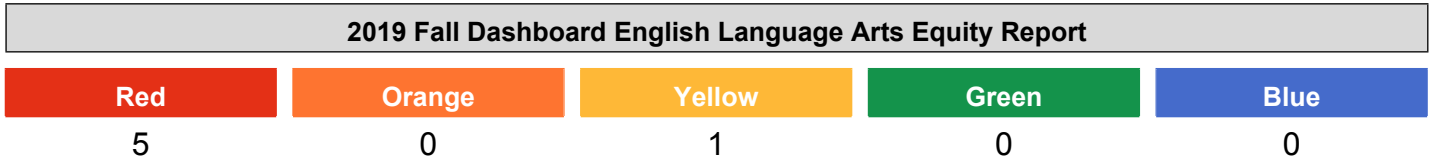
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 70.6 points below standard Increased ++3.3 points 625	<p>English Learners</p>  Red 98.6 points below standard Declined -12.2 points 172	<p>Foster Youth</p>  No Performance Color 94.4 points below standard Increased ++3 points 16
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Red 76.1 points below standard Maintained ++0.2 points 560	<p>Students with Disabilities</p>  Red 147.4 points below standard Maintained -1 points 113

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 107 points below standard Declined -4.4 points 132	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.6 points below standard Increased ++3.4 points 427	 No Performance Color 23.8 points below standard Increased Significantly ++19.6 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 84.9 points below standard Declined -7.9 points 35

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.1 points below standard Maintained -0.8 points 120	37.4 points below standard Declined -7.6 points 52	77 points below standard Increased ++5.2 points 352

Conclusions based on this data:

- Overall, 5 out of 6 of our student groups are in the Red category, indicating that they have not met the ELA standards and are not showing progress over the past three years. Our distance from the standard ranges from 147.4 points to 62.6 points below standard.
- As an ethnic group, our Hispanic students (Yellow band) have the highest performance at 62.6 points below standard in the yellow band. Both our African American (107points below standards) and White (84.9 points below standard) groups are in Red.
- Our Reclassified English Learners show the highest performance at 37.4 points below standard.

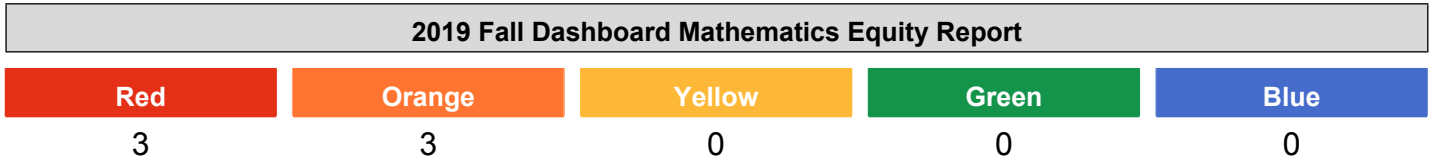
School and Student Performance Data

Academic Performance Mathematics






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 130.9 points below standard Increased ++4.1 points 624	<p>English Learners</p>  Red 157.3 points below standard Declined -6.9 points 172	<p>Foster Youth</p>  No Performance Color 171.9 points below standard Declined Significantly -29.9 points 16
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Red 137.5 points below standard Maintained -1.5 points 559	<p>Students with Disabilities</p>  Red 189.8 points below standard Declined -6.7 points 112

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 159.4 points below standard Increased ++3 points 131	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 125 points below standard Increased ++3.8 points 427	 No Performance Color 141.3 points below standard Declined Significantly -23.9 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 126.5 points below standard Increased ++4.3 points 35

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
183.1 points below standard Declined -8.5 points 120	97.6 points below standard Increased Significantly ++16.6 points 52	135.8 points below standard Increased ++4.5 points 351

Conclusions based on this data:

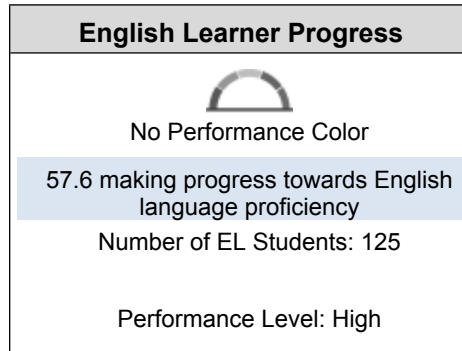
- 3 of our student groups are in the Red category, indicating that they have not met the Math standards and are not showing progress over the past three years. 3 of our student groups are in the Orange category, indicating some progress toward meeting the standards in the past 3 years. Our distance from the standard ranges from 189.8 points to 125 points below standard.
- As an ethnic group, our Hispanic students have the highest performance at 125 points below standard in the Orange band. Both our African American (159.4 points below standards) and (126.5 points below standard) groups are also in Orange.
- As a language group, our Reclassified English Learners have the highest performance in math at 97.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	31	10	62

Conclusions based on this data:

1. 57.6 percent of our English Learners are making progress toward English Language Proficiency.
2. Overall English Learner Performance Level is High
3. 62 out of 125 English Learner students progressed at least one ELPI level.

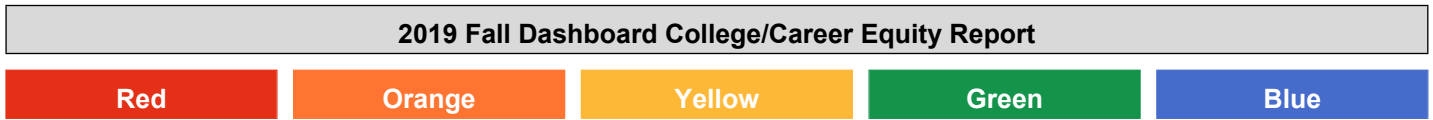
School and Student Performance Data

Academic Performance College/Career

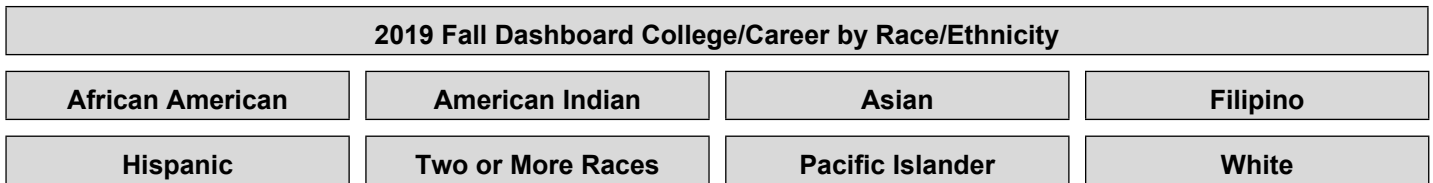
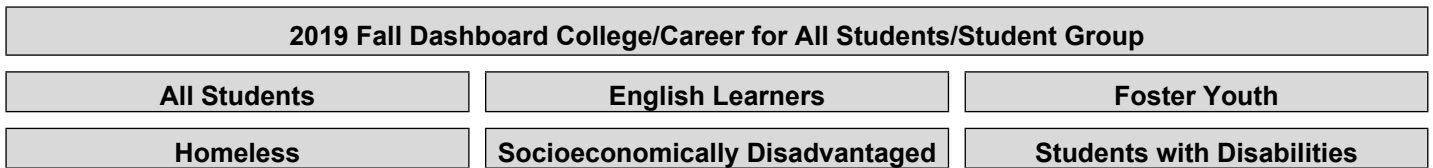
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

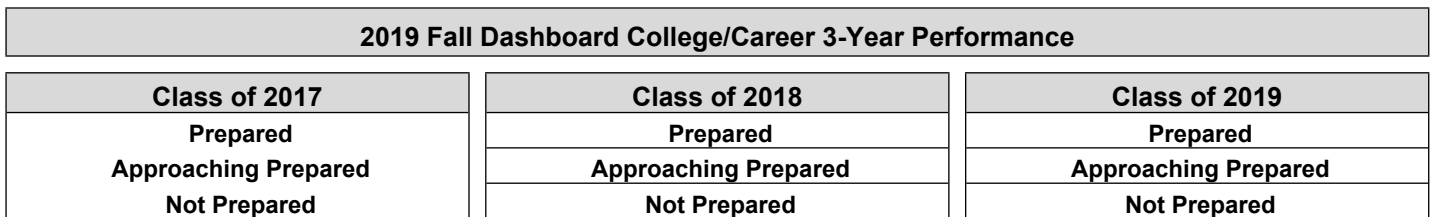
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

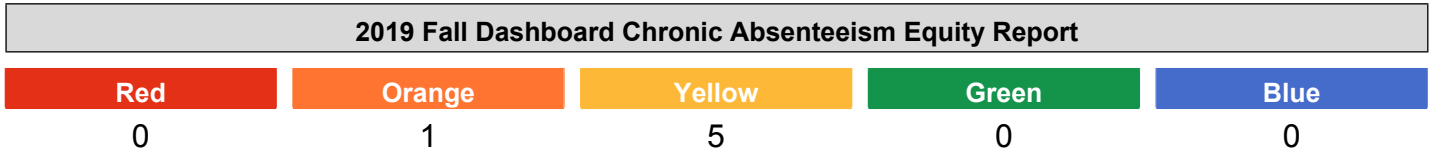
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 19.4 Declined -2.8 774	<p>English Learners</p>  Yellow 15.2 Declined -5.6 145	<p>Foster Youth</p>  No Performance Color 17.9 Declined -18.5 28
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Yellow 19.9 Declined Significantly -3.1 692	<p>Students with Disabilities</p>  Orange 21.2 Declined -10 137

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 28.7 Declined Significantly -3.5 195	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16 Declined -1.3 494	 No Performance Color 21.1 Declined -10.8 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 20 Declined -10.6 50

Conclusions based on this data:

1. Almost one fifth (19.4%) of our students are chronically absent, and that decreased 2.8% over the past year.
2. Overall, Chronic Absenteeism has declined for every group showing improvement.
3. Our African American group (195 students) has the highest rate (28.7%) of chronic absenteeism of all ethnic groups. Our Hispanic group has the lowest rate of chronic absenteeism and the lowest rate of decline(-1.3).

School and Student Performance Data

Academic Engagement Graduation Rate

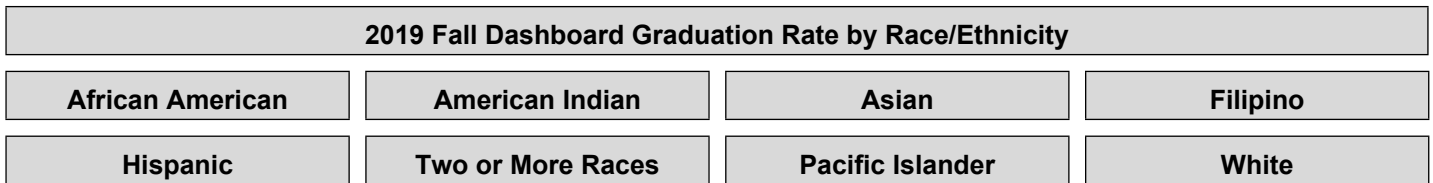
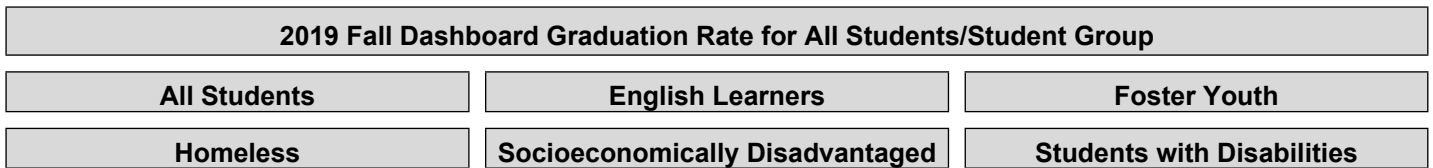
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

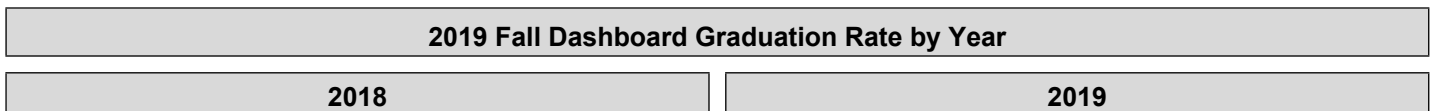
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

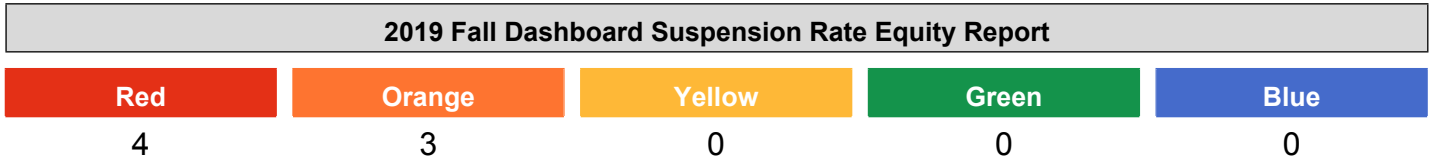
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>12.3</p> <p>Increased Significantly +5.5</p> <p>808</p>	<p>English Learners</p>  <p>Orange</p> <p>9.4</p> <p>Increased +4.2</p> <p>149</p>	<p>Foster Youth</p>  <p>Red</p> <p>23.3</p> <p>Increased +13.8</p> <p>30</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>12.8</p> <p>Increased Significantly +5.4</p> <p>719</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>14.4</p> <p>Declined -1.5</p> <p>146</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.7 Increased Significantly +7.8 207	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 11	
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.4 Increased Significantly +4.5 513	 No Performance Color 26.3 Increased +4.6 19	 No Performance Color Less than 11 Students - Data 2	 Orange 11.5 Increased +6.9 52

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.8	12.3

Conclusions based on this data:

1. Overall our suspension rate is significantly higher than last year and in the red band, with 12.3% of our students suspended at least once. Our students with disabilities are in the orange with declining suspensions year over year.
2. By ethnic group, our African American students (red band) have the highest suspension rate and the second highest increase of suspensions overall.
3. Our Foster Youth had the highest increase of overall suspensions.

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

Academic Achievement:
We will improve teaching for student learning, achievement, and success.

Identified Need

All of our students are below standard in all areas of academic performance, with our weakest areas being Reading (ELA) and Concepts and Procedures (Math). Ensure full implementation of the adopted core academic programs by all teachers. Core adopted programs include intervention programs for target populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP data, students meeting or exceeding standard	23.92%	30%
Math CAASPP data, students meeting or exceeding standard	7.49%	12%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide teacher mentoring activities that consist of structured guidance and regular and ongoing support for teachers:

- For all Teachers-
- Provide a teacher survey to determine their needs and areas needing improvement.
- Consistently and regularly conduct classroom visitations
- Provide constructive feedback to teachers
- Provide TOSA support
- Peer Observations and Feedback
- Provide teachers with strategies, support, and coaching related to lesson

planning and delivery.

For new Teachers-
Provide new teacher orientation
Provide new teacher mentors within departments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I
7500	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To provide professional development for all teachers in order to continue implementing best practices while reaching all students:

AVID (WICOR)
EL Achieve Constructing Meaning
Academic Conversations
Understanding By Design
Content Specific
Classroom Management (PBIS)
Restorative Practices
SEL
Differentiated Instruction
PLC Training/Meetings
Technology Training
Coaching
Common Core
School Site Professional Development
Google Suite
Software license Subscriptions (Shmoop, Hero, Edgenuity)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Comprehensive Support and Improvement (CSI)
3750	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To ensure that District and Site adopted curriculum and intervention materials are in full use:

Provide any needed training for-

- Teacher Editions
- Student Textbooks
- Supplemental Materials
- Common Core Curriculum
- Subscriptions (technology)
- Library Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To identify student deficits and create action plans for academic success: Multiple measures including CAASPP scores, Benchmark scores, Interim Assessment scores, grades, and teacher recommendations will be used to appropriately place students in targeted tutoring and/or reading/math intervention programs. Follow up quarterly with student progress, placement, and appropriate interventions. Specified student groups indicating lowest proficiency (students with disabilities, African-American, English Learners) issued priority seats in targeted tutoring/intervention opportunities. Assessment data and academic performance used as an indicator for placement and movement. The same criteria will be used to place students in an accelerated learner program (Junior Scholars) that will provide a rigorous academic honors program for highly motivated and high performing students.

Students at risk of receiving a D or an F in core subjects will be offered extended learning opportunities through after school tutoring and/or Saturday School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To support teacher collaboration for targeted areas of needed growth, planning, and implementation:

Provide common prep times for same grade level/content area teachers.

Before/after school planning time and partial day substitutes provided for time set aside to review IAB data, common formative assessment data, and departmental data in order to inform instructional decisions, outcomes, and next steps in PLCs.

Attend workshops on site, in district, or through other academic agencies such as LACOE.

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)

3750

Title I

1250

Comprehensive Support and Improvement (CSI)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To monitor and support the implementation of the AVID program and AVID strategies school-wide to improve learning and effective instructional strategies:

Utilize AVID tutors for AVID Elective and additional tutoring outside of the elective time.
Use of AVID resources, WICOR strategies, Materials, and AVID curriculum.
Provide necessary AVID Site Team training.

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)
40000	Title I
2500	Comprehensive Support and Improvement (CSI)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To encourage students to meet state reading guidelines (1,000,000 for 7th and 8th grade):
Provide additional library books, classroom reading books, and culturally responsive resources for students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Teachers worked to align their pacing guide; to collaborate on lesson plans; and to implement IABs. We were able to focus on improving student achievement and considering student needs. We

modified our schedule to allow for an Advisory period. We have also redesigned our plan in order to provide more opportunities for both collaboration and student interventions.

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 time is of the essence. Sometimes we do not have enough time to complete all Professional development desired. Also, it is a challenge to obtain substitute coverage on specific days.

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.

We have increased the amount of academic and behavior interventions that will happen in a coordinated way across all classes.

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

Learning Environment:
We will promote a safe and caring learning environment that supports successful academic outcomes for all students.

Identified Need

The need to improve all students behavior and social emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate for all students by 5% annually	12.3%	<7.3% Suspension Rate
Meet or exceed 95% attendance rate for all students		>95% Attendance Rate
Decrease the chronic absenteeism rate for all students to 15% or less.	19.4%	<15% all student groups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To assist students in gaining real world connections and provide positive connections to school throughout the school day and beyond:

Include more elective options for students during the school day, extended learning, and extracurricular opportunities after school that promote collaboration, leadership, career exploration, cultural awareness, and school spirit.

Edgenuity
AVID

World Languages
Music
Art
Project Lead The Way
CTE
Athletics

Increase opportunity for students to experience a variety of careers fields and exposure to VAPA.
Guest speakers.
Career Day
College and Career Related Field Trips
VAPA/Career Assemblies
Plan and implement one meaningful VAPA event.

Routinely recognize academic achievement, progress, and positive behavior.
All staff distribute LEAD points daily for positive behavior recognition.
Quarterly award assemblies for academics, effort, citizenship, and attendance.
No tardy parties & perfect attendance acknowledgement.
PBIS LEADer Events

Promote cultural awareness and celebrate students' heritage with cultural events and activities planned throughout the school year.
Black History Month Activities
Hispanic Heritage Month Activities
Ribbon Weeks - yellow (suicide prevention), red (drug free), purple (violence prevention).
Cesar Chavez Day
Cultural Awareness Week Advisory Lessons
Clubs

Facilitate closer relationships between staff and students and increase Social Emotional Development.
All teachers will continue to provide a short daily homeroom Advisory period with smaller class sizes to start and end each school day.
We will continue with interdisciplinary teams where teachers in that team share the same students. With Check In/Check Out and 7th Grade Success Team, certificated and classified staff will provide intervention services during the school day as mentors to students needing positive adult interactions and accountability due to behavior challenges, chronic absenteeism, and low academic achievement.
Provide more opportunities for staff to coach and take on roles as club advisors with athletics and extended learning enrichment opportunities.
Quarterly school-wide Field day/Team building events.
Move This World, Restorative Circles, Team building, Goal Setting, and Cultural Awareness Activities built into monthly Advisory lesson plans
Create a lunch program that encompasses a lunch buddy program, lunch learners (ie. Board games, video games, books, clubs, activities led by counselors, admin, staff volunteers)
Reestablish and utilize the Sunshine Committee- Team Building Activities for staff (ice breakers, planning retreats, book studies, staff recognition, etc.).

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)
64000	Title I
28000	LCFF
32750	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To implement with fidelity transparent, comprehensive, equitable, and legal school-wide behavior expectations that support student learning as well as polite and responsible social interactions: Strengthen and use our Positive Behavior Intervention and Support (PBIS) Tier 1 and 2 interventions, and establish Tier 3 interventions and supports.
 Review all discipline related data and make adjustments to the plan as necessary.
 Utilize HERO and Shmoop software subscriptions for PBIS interventions.
 Hire highly qualified campus supervisors and campus security officers to ensure a safe campus.
 Provide ongoing training for campus supervisors and security officers.
 Continued professional development for staff that focuses on utilizing restorative practices.
 Culture and Climate Team and PBIS Tier 2/3 Team will continue to convene bi monthly to update climate and culture plan, plan PD, and review/analyze PBIS data.
 Recruit and train additional members on the PBIS team to support analyzing data and school wide culture & climate initiatives.
 Utilize HERO Rise subscription to manage, track, and analyze behaviors that adversely affect a safe and orderly learning environment.
 Provide PD and coaching for the implementation of PBIS, Restorative Practices, de-escalation strategies, interpersonal relationships, RTI, MTSS, Cultural Proficiency, Trauma Informed Practices (Include Classified Staff)
 Continue quarterly school-wide positive behavior recognition activities that support and reward positive behaviors (ie. School dances, movies, big-ticket item prizes, ice cream parties, field trips, assemblies, etc.)
 Create, maintain, and seek partnerships with outside behavioral health agencies that could provide on-site services for chronic offenders of PBIS guidelines
 Provide staff professional development on de-escalation strategies and interpersonal relationships
 Continue to employ school-wide programs to increase students' and staff awareness (Discipline/Expectations Assembly, PBIS kick-off, Back to School Night, OLWEUS Bullying Prevention events)
 Continue to provide an intervention room with access to counselor, administrator, and instructional aide for academic, mental health, and behavior support. PASS (Positive Academic Support Solutions Room)

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)
23506	Comprehensive Support and Improvement (CSI)
8756	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Eastside Union School District will foster a team commitment.

Goal 3

Team Commitment:

We will foster a team commitment to support student academic goals and career aspirations.

Identified Need

Increase Parent and Community Member Engagement in partnership with staff

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased parent and community members attendance at school events	Baseline to be established	80% of parents will attend at least 1 school event

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To increase opportunities for parent and student learning through school, district, and community partnerships:
 Parent University
 Parent Workshops
 Explore opportunities for parent participation at times convenient for working parents
 Parent liaison
 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 (ELAC, SSC, AAPAC, Coffee and Conversations)
 Partner with community to host events that engage students and parents.

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)
2586	Title I
2340	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To establish Leadership and Mentoring opportunities at all levels:
 Promote student leadership opportunities on campus through ASB, AVID, Peer Leaders/Mentorship, and Junior Officer Programs.
 Buddy teachers, teacher peer mentorship opportunities.
 Continue with Teacher Leadership Teams and create a Parent Leadership Team.
 Reestablish PTA
 Establish African American Parent Advisory Committee (AAPAC)

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)
4250	LCFF
1250	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

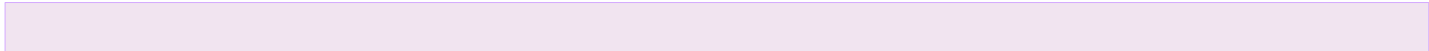
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase Stakeholder communication:
 Google Classroom, Aeries portal communication, and social media use to improve access to school news
 Aeries Communication
 Aeries Student and Parent Portal to access grades and missing assignments
 HERO parent, teacher, student app
 Student Email Access
 Weekly Grade Checks
 Monthly Newsletters
 Promotion of community programs and events



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)
1250	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Efficiency and Effectiveness

We will operate with increasing efficiency and effectiveness in ways that will enhance student opportunities to learn.

Identified Need

Students need a clean, safe environment to learn under highly qualified teachers. They need a broad range of learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey		Minimum of 5% Improvement in Ratings For Each Category

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To increase student attendance:
 Provide ongoing training to our attendance clerk so that we have accurate and up to date attendance records.
 Provide monthly incentives for students with perfect or outstanding attendance as well as those with improved attendance.
 Recognize perfect and outstanding attendance at quarterly awards ceremonies.
 Meet with parents to discuss and solve the problems behind absences wherever possible.
 Promoting school connectedness to ensure student attendance and promptness
 Strategically utilize Student Support Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance.
 School Wide Displays of Attendance Goals
 Utilize the HERO Ready program for tardy management, tracking, consequences, and tardy sweeps.

Phone Calls Home on a daily basis to students who are absent (Advisory teachers, counselors, attendance clerk)

Scheduled home visit for students absent 3 or more days.

Identify students with severe chronic tardies and chronic absences and set individual goals and interventions with students and families

Daily monitoring of attendance percentage and student lists.

Administration Letter home to families highlighting previous year's attendance and setting goals and expectations for upcoming year.

100% LEADers Attendance Board will showcase individual students and staff that have perfect attendance each quarter marking period.

Advisory monthly attendance tracker in front of each classroom will showcase each individual class' monthly percentage.

Student made posters to encourage students to take ownership of their personal attendance and send a school-wide message communicated by students.

Engage Community in Attendance Campaign by displaying flyers throughout the community and in local business, promoting perfect attendance

Visually tracking attendance in various forms to promote an awareness of our overall attendance goal to improve our school data.

Utilize Restorative Circles to build student trust leading to and promoting school connectedness.

Check In/Check Out- Match staff and students into a one-on-one mentoring program that will promote attendance, student performance and positive social behaviors.

School-wide attendance rewards and Incentives

Classroom attendance incentives created by teachers

School Wide classroom and individual incentives

Monthly Attendance Awards

Quarterly Attendance Awards

Post Monthly the chronic absenteeism data for both student and staff.

Form a school attendance committee that will meet bi-weekly to discuss chronically absent students and implement supports to assist these students.

Schedule an "attendance kick off" campaign for the start of the year for the stakeholders in the school community.

Closely monitor daily attendance procedures to ensure the student data is accurate and absence/tardy reporting procedures are being followed.

Schedule and execute periodic attendance campaigns during the school year to keep the importance of the attendance message alive and at the forefront of the school community.

Identify chronically absent students who meet their individual attendance goals or are most improved in attendance and make them eligible for incentives in conjunction with (PBIS LEAD Points)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF
1250	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with a broad course of study that meets their needs:
Ensure that all teachers are appropriately credentialed in the area they teach.
Enroll students in the least restrictive environment to meet individual needs (General Education; RSP; and SDC placements; with mainstreaming wherever indicated).
Hire and train classroom aides as necessary to assist with exceptional student needs.
Appropriately enroll students in an English Language Development (ELD) class period based on their ELPAC level.
Enroll students in periods 2-7 electives in the areas of Art, Band, Chorus, Project Lead the Way, World Language, Edgenuity, Math/ELA Support, SAI Support, and AVID.
Teachers will participate in a variety of professional development opportunities to increase their knowledge and skills.
Saturday School offered as another opportunity for academic support and enrichment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF

15000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support school personnel and students with their responsibilities; and to provide assistance to parents and public:
Provide ongoing training to our office staff and provide them with the tools necessary to do their work with excellence.
Issue each student a chrome book and charger with access to all curriculum and assignments.
Provide subject specific printed curricular materials available for every student in every class and to use at home as needed.
Provide all pencils, pens, papers, binders, folders, planners, etc. that students need to engage in all classroom and homework assignments and activities.
Provide all office supplies necessary to run the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15843

LCFF

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our teachers who were not fully credentialed took courses and exams to become fully credentialed.

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

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

We are increasing opportunities for students to have a well rounded education through including after school electives.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A Reports		5.00% decrease

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,791
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$284,531.00

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	\$140,342.00

Subtotal of additional federal funds included for this school: \$140,342.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$84,506.00
LCFF	\$59,683.00

Subtotal of state or local funds included for this school: \$144,189.00

Total of federal, state, and/or local funds for this school: \$284,531.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Maria Pina	Other School Staff
Joana Dodd	Other School Staff
Victor Fernandez	Parent or Community Member
Ana Salvador	Parent or Community Member
Teresa Ortiz	Parent or Community Member
Gladys DeLeon	Parent or Community Member
Zaria Fernandez	Secondary Student
Justin Verdin	Secondary Student
Rosemary Hobbs	Classroom Teacher
QiAna McKnight	Classroom Teacher
Lisa Olewine	Classroom Teacher
Bertha Rito	Classroom Teacher
Victoria Davis	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Faculty Representative Lawrence Douglass

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/20.

Attested:



Principal, Victoria Davis on 5/29/2020



SSC Chairperson, Victor Fernandez on 5/29/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019