School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Eastside Elementary School
Address	6742 East Avenue H Lancaster, CA 93535
County-District-School (CDS) Code	19644776012967
Principal	Mrs. Marisa Rissling
District Name	Eastside Union Elementary School District
SPSA Revision Date	December 11, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Eastside Union School District's vision is dedicated to "Innovative Education, Unparalleled Results".

The mission of the Eastside Union School District, in partnership with parents and the community, is to provide an inclusive, challenging and innovative education in safe, positive and rigorous learning environment with dynamic and responsive staff, who encourage unparalleled results for students.

The mission of Eastside Elementary School's is:

Provide rigorous instructional program that supports the needs of all students, including social-emotional and academic needs.
Provide an inclusive, challenging and innovative education in a safe, positive and rigorous learning environment with a dynamic and responsive staff, who encourage unparalleled results for students.
Foster quality, student-centered teaching and learning within an environment that promotes inquiry and learning.
Foster a quality, student-centered culture and climate within an environment that promotes a safe and caring community.

The vision of Eastside Elementary is to develop a well rounded educational experience which prepares our students for college and career in a diverse and ever changing global society. Students will be committed, responsible, happy and caring individuals who take responsibility for themselves and others, and who use their intelligence, creativity and skills to make the world a better place.

School Profile

At Eastside Elementary School (EES) we strive for a cooperative environment focused on the academic, social, and emotional growth of our students. Our learning community values respect, empathy, integrity, perseverance, problem solving, creativity and responsibility. The school is located on the corner of East Ave. H and 70th Street in the northern part of Los Angeles County and to the west of the San Gabriel Mountains in the city of Lancaster, Ca. The school was first opened in 1910 as Roosevelt School in a homestead shack and in 1911 moved to a red brick school house. By 1950, the school had completed the first phase of its new building, which included the indoor corridors.

Eastside Elementary School is one of five schools in the Eastside Union School District. Eastside Elementary is a TK-6th grade school that serves a population of approximately 600 students. Eastside Elementary School has an ethnic population blend of approximately 75% Hispanic, 10% White (non Hispanic), 12% African-American (non Hispanic), and 3% other. Of our total population, approximately 40% percent of our students are limited English speaking, and more than approximately 92% of our population are eligible for free and reduced lunch.

At Eastside Elementary we will:
- provide high quality standards-based rigorous first instruction in Language Arts, Mathematics, Social Studies, Science, and Physical Education
- make classroom instruction relevant for the students
- provide intervention and extension when necessary
- have high expectations of all students
- encourage critical thinking and problem solving
- continue to participate in professional development opportunities
- collaboratively plan and analyze student work
- give all students access to the school library and technological resources
- provide students with the necessary materials to learn at high levels
- provide students with opportunities to build background knowledge and connections to the curriculum
- provide a safe and inviting learning environment for all students to which they feel connected
- encourage respect, responsibility and personal growth
- provide opportunities for family members to be engaged in the school

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The ELAC advises the school principal and staff on the school's program for English learners. The ELAC advises the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.5%	0.33%	1	3	2
African American	12.3%	10.1%	11.83%	71	60	71
Asian	0.4%	0.0%	0%	2	0	0
Filipino	0.9%	0.5%	0.50%	5	3	3
Hispanic/Latino	71.5%	74.7%	74.67%	412	443	448
Pacific Islander	0.2%	0.0%	0%	1	0	0
White	11.3%	11.8%	10.17%	65	70	61
Multiple/No Response	3.3%	0.0%	0%	19	0	0
			Total Enrollment	576	593	600

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		77	85
Grade 1		70	71
Grade 2		77	76
Grade3		94	79
Grade 4		81	98
Grade 5		89	87
Grade 6		105	104
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		593	600

Conclusions based on this data:

1. Eastside Elementary School has an ethnic population blend of approximately 75% Hispanic, 10% White (non Hispanic), 12% African-American (non Hispanic), and 3% other.

2. We have maintained percentage of ethnic population for last 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	231	243	239	40.1%	41.0%	39.8%
Fluent English Proficient	67	64	64	11.6%	10.8%	10.7%
Reclassified Fluent English Proficient	28	20	25	12.0%	8.7%	10.3%

Conclusions based on this data:

1. Eastside Elementary School has maintained an average of 40% EL students for the past 3 years.

2. There was a slight growth of Reclassification of Fluent English Proficient by 1.5%.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	95	80	73	90	76	73	90	75	94.8	94.7	95
Grade 4	81	77	92	80	73	91	80	73	91	98.8	94.8	98.9
Grade 5	103	91	85	96	89	84	96	89	84	93.2	97.8	98.8
Grade 6	98	103	102	94	99	98	94	99	98	95.9	96.1	96.1
All Grades	359	366	359	343	351	349	343	351	348	95.5	95.9	97.2

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2369.	2364.	2374.	4	5.56	6.67	19	15.56	18.67	25	25.56	28.00
Grade 4	2377.	2388.	2408.	4	1.37	7.69	9	16.44	17.58	20	19.18	20.88
Grade 5	2439.	2415.	2421.	7	2.25	5.95	19	15.73	14.29	28	21.35	20.24
Grade 6	2492.	2456.	2466.	4	8.08	5.10	30	14.14	19.39	38	25.25	32.65
All Grades	N/A	N/A	N/A	5	4.56	6.32	20	15.38	17.53	28	23.08	25.57

(continued: % Standard Not Met)

Grade Level	% Standard Not Met		
	15-16	16-17	17-18
Grade 3	52	53.33	46.67
Grade 4	68	63.01	53.85
Grade 5	46	60.67	59.52
Grade 6	28	52.53	42.86
All Grades	47	56.98	50.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	6.67	9.33	34	35.56	40.00	58	57.78	50.67
Grade 4	6	9.59	6.59	29	35.62	53.85	65	54.79	39.56
Grade 5	9	7.87	9.52	39	33.71	33.33	52	58.43	57.14
Grade 6	2	7.07	4.08	38	36.36	45.92	60	56.57	50.00
All Grades	6	7.69	7.18	35	35.33	43.68	58	56.98	49.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	3.33	10.96	48	50.00	41.10	47	46.67	47.95
Grade 4	3	6.85	6.59	30	31.51	36.26	68	61.64	57.14
Grade 5	13	10.11	8.33	35	42.70	34.52	52	47.19	57.14
Grade 6	14	12.12	8.16	56	28.28	38.78	30	59.60	53.06
All Grades	9	8.26	8.38	43	38.18	37.57	48	53.56	54.05

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.56	9.33	55	62.22	61.33	41	32.22	29.33
Grade 4	0	4.11	5.49	64	49.32	64.84	36	46.58	29.67
Grade 5	6	4.49	2.38	64	49.44	46.43	30	46.07	51.19
Grade 6	12	3.03	6.12	68	56.57	61.22	20	40.40	32.65
All Grades	6	4.27	5.75	63	54.70	58.62	31	41.03	35.63

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	7.78	9.33	52	38.89	50.67	44	53.33	40.00
Grade 4	4	5.48	13.19	30	41.10	47.25	66	53.42	39.56
Grade 5	15	4.49	10.71	56	34.83	30.95	29	60.67	58.33
Grade 6	19	11.11	16.33	60	43.43	58.16	21	45.45	25.51
All Grades	11	7.41	12.64	50	39.60	47.13	39	52.99	40.23

Conclusions based on this data:

1. Overall, in ELA there was slight decrease of percent of students not meeting standards by approximately 6%.

2. There was an slight increase in students exceeding standards in 4th grade ELA by 6%.

3. As compared to the previous year data, all grades showed an increase in their mean scale score in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	95	80	76	92	76	74	92	76	97.4	96.8	95
Grade 4	81	77	93	80	74	92	79	74	92	98.8	96.1	98.9
Grade 5	103	91	85	96	90	84	91	90	84	93.2	98.9	98.8
Grade 6	98	103	102	94	99	98	90	99	98	95.9	96.1	96.1
All Grades	360	366	360	346	355	350	334	355	350	96.1	97	97.2

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2383.	2391.	2390.	4	2.17	3.95	14	15.22	15.79	41	38.04	35.53	42	44.57	44.74
Grade 4	2408.	2404.	2409.	0	1.35	5.43	16	16.22	13.04	32	27.03	31.52	52	55.41	50.00
Grade 5	2454.	2414.	2398.	10	1.11	2.38	8	2.22	3.57	29	25.56	15.48	54	71.11	78.57
Grade 6	2484.	2437.	2443.	3	5.05	2.04	19	6.06	10.20	34	28.28	30.61	43	60.61	57.14
All Grades	N/A	N/A	N/A	4	2.54	3.43	14	9.58	10.57	34	29.86	28.29	48	58.03	57.71

Concepts & Procedures — Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.70	15.79	35	44.57	32.89	57	46.74	51.32
Grade 4	5	8.11	9.78	28	18.92	18.48	67	72.97	71.74
Grade 5	10	2.22	3.57	29	17.78	15.48	62	80.00	80.95
Grade 6	11	8.08	8.16	27	15.15	23.47	62	76.77	68.37
All Grades	9	6.76	9.14	29	24.23	22.29	62	69.01	68.57

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	7.61	11.84	45	48.91	40.79	50	43.48	47.37
Grade 4	3	2.70	8.70	43	40.54	35.87	54	56.76	55.43
Grade 5	10	0.00	2.38	24	32.22	20.24	66	67.78	77.38
Grade 6	7	5.05	5.10	46	30.30	34.69	48	64.65	60.20
All Grades	6	3.94	6.86	39	37.75	32.86	55	58.31	60.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	7.61	6.58	51	46.74	52.63	42	45.65	40.79
Grade 4	0	5.41	7.61	41	35.14	38.04	59	59.46	54.35
Grade 5	10	3.33	1.19	34	28.89	26.19	56	67.78	72.62
Grade 6	3	7.07	6.12	56	31.31	33.67	41	61.62	60.20
All Grades	5	5.92	5.43	45	35.49	37.14	50	58.59	57.43

Conclusions based on this data:

1. Overall, in math a significant growth was not made.

2. There was a slight increase in students exceeding standards in 4th grade math by 4%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1414.9	1425.8	1389.3	43
Grade 1	1458.0	1448.2	1467.2	34
Grade 2	1479.3	1470.7	1487.2	34
Grade 3	1472.4	1465.2	1479.0	45
Grade 4	1501.3	1494.2	1507.8	30
Grade 5	1481.1	1477.3	1484.5	31
Grade 6	1495.1	1489.8	1499.8	24
All Grades				241

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	13	30.23	14	32.56	*	*	43
Grade 1	*	*	15	44.12	*	*	*	*	34
Grade 2	13	38.24	14	41.18	*	*	*	*	34
Grade 3	*	*	18	40.00	11	24.44	15	33.33	45
Grade 4	*	*	18	60.00	*	*	*	*	30
Grade 5	*	*	13	41.94	*	*	*	*	31
Grade 6			*	*	13	54.17	*	*	24
All Grades	39	16.18	98	40.66	68	28.22	36	14.94	241

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	18	41.86	*	*	*	*	43
Grade 1	13	38.24	14	41.18	*	*	*	*	34
Grade 2	17	50.00	12	35.29	*	*	*	*	34
Grade 3	*	*	19	42.22	*	*	*	*	45
Grade 4	11	36.67	14	46.67	*	*	*	*	30
Grade 5	*	*	15	48.39	*	*	*	*	31
Grade 6	*	*	14	58.33	*	*			24
All Grades	68	28.22	106	43.98	40	16.60	27	11.20	241

Written Language
Number and Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	17	39.53	11	25.58	43
Grade 1	12	35.29	*	*	*	*	*	*	34
Grade 2	12	35.29	14	41.18	*	*	*	*	34
Grade 3			*	*	14	31.11	21	46.67	45
Grade 4	*	*	11	36.67	*	*	*	*	30
Grade 5	*	*	*	*	*	*	11	35.48	31
Grade 6					11	45.83	13	54.17	24
All Grades	36	14.94	62	25.73	72	29.88	71	29.46	241

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	29	67.44	11	25.58	*	*	43
Grade 1	22	64.71	*	*	*	*	34
Grade 2	23	67.65	*	*	*	*	34
Grade 3	*	*	29	64.44	*	*	45
Grade 4	*	*	20	66.67	*	*	30
Grade 5	*	*	18	58.06	*	*	31
Grade 6	*	*	14	58.33	*	*	24
All Grades	103	42.74	112	46.47	26	10.79	241

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	30	69.77	*	*	43
Grade 1	*	*	23	67.65	*	*	34
Grade 2	14	41.18	16	47.06	*	*	34
Grade 3	16	35.56	18	40.00	11	24.44	45
Grade 4	18	60.00	*	*	*	*	30
Grade 5	*	*	17	54.84	*	*	31
Grade 6	*	*	17	70.83	*	*	24
All Grades	72	29.88	130	53.94	39	16.18	241

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	26	60.47	*	*	43
Grade 1	13	38.24	15	44.12	*	*	34
Grade 2	17	50.00	*	*	*	*	34
Grade 3	*	*	22	48.89	22	48.89	45
Grade 4	*	*	22	73.33	*	*	30
Grade 5	*	*	17	54.84	13	41.94	31
Grade 6					24	100.00	24
All Grades	42	17.43	111	46.06	88	36.51	241

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	21	48.84	13	30.23	43
Grade 1	11	32.35	18	52.94	*	*	34
Grade 2	11	32.35	20	58.82	*	*	34
Grade 3	*	*	28	62.22	13	28.89	45
Grade 4	*	*	20	66.67	*	*	30
Grade 5	*	*	16	51.61	*	*	31
Grade 6			21	87.50	*	*	24
All Grades	46	19.09	144	59.75	51	21.16	241

Conclusions based on this data:

1. Percentage of students at the Beginning Level Initial Assessment decreased by 14%.

2. Percentage of students at the Early Advanced Initial Assessment increased by 7%.

3. Percentage of students in the Early Advanced and Intermediate on the Annual Assessment level slightly decreased by approximately 3%.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. 5 student groups are in the lowest performance level in English Language Arts.

2. 4 student groups are in the lowest performance level in Math.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspension Rate increased significantly by 5.6% for Foster Youth.

2. Suspension Rate declined significantly for all other student groups.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learners performance level declined significantly in ELA by -12.3 points.

2. English Language Learners performance level declined significantly in Math by -16.3 points.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Performance in ELA declined by -13.9 points overall for all students.

2. African American students performance in ELA declined significantly by -15.1 points.

3. English Language Learners performance in ELA declined significantly by -28.8 points.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Performance in Math declined significantly by -18.7 points overall for all students.

2. African American students performance in math declined significantly by -29.4 points.

3. English Language Learners performance in ELA declined significantly by -29.5 points.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. Overall, students are 73.8 points below level 3 in ELA Academic Indicator.

2. Overall, students are 85 points below level 3 in the Math Academic Indicator.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. Overall, suspension rate for 2017 is 1.4%.

2. Overall, suspension rate for 2017 has decreased by 1%.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

	Student Group Performance for State Indicator						
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall, all student reported groups are in the lowest performance level (Red) in ELA.

2. Overall, all student reported groups are in the lowest performance level (Orange/Red) in Math.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Overall, in ELA there was slight decrease of percent of students not meeting standards by approximately 6%. There was an slight increase in students exceeding standards in 4th grade ELA by 6%. As compared to the previous year data, all grades showed an increase in their mean scale score in ELA. Overall, in math a significant growth was not made. There was a slight increase in students exceeding standards in 4th grade math by 4%. For our large English Language Learner population, we administer the CELDT/ELPAC to assess student's proficiency and growth within learning the English Language. According to the 2016-2017 data, the percentage of students at the Beginning Level Initial Assessment decreased by 14%. Also, the percentage of students at the Early Advanced Initial Assessment increased by 7%. The percent of students in the Early Advanced and Intermediate on the Annual Assessment level slightly decreased by approximately 3%. Other summative and formative assessment data such as School City Assessments, grades in core and intervention classes, and Student Success Team/Student Study Team Data was also monitored and the data used to formulate this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP data, students meeting or exceeding standard Math CAASPP data, students meeting or exceeding standard	23.85% in 2018 (ELA) 14% in 2018 (Math)	35% in 2019 (ELA) 35% in 2019 (Math
English Learner Proficiency rate CELDT/ELPAC	At this time, 2017-2018 ELPAC scores are not available. 2016-2017 data (CELDT) indicates 11% Early Advanced proficiency level for Initial Assessment. 2016-2017 data (CELDT) indicates 28% Advanced and Early Advanced proficiency level for Annual Assessment.	33% Advanced and Early Advanced Proficiency level for Annual ELPAC Assessment.

Planned Strategies/Activities

Strategy/Activity 1

Goal 1- Action 1
In order to increase academic rigor in the classroom, we will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support content professional learning, leadership professional development, Data Digs, and Assessment implementation. Conferences and travel expenses will be included and considered to ensure ongoing professional development that focuses on ensuring all students master grade level content standards; are able to read complex test across all content areas; have rich and rigorous academic conversations about compelling topics; and demonstrate their thinking through writing, tasks, and other forms of assessment within an environment that promotes inquiry and learning. We will also provide materials and supplies to classrooms and students including but not limited to supplemental instructional materials specifically designated for ELA, ELD, and Math instruction.

Students to be Served by this Strategy/Activity

ALL Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	41,000
Source	Title I
Budget Reference	None Specified
Description	Hourly compensated extended time and/or Substitutes, conferences, travel, materials and supplies, and professional development

Strategy/Activity 2

Goal 1- Action 2
Eastside elementary school will provide a comprehensive assessment system and differentiated instruction for all students. Technology will be made available to teachers to support high quality instruction and learning. Teachers will have access to and use of instructional software programs including but not limited to Imagine Learning, Imagine Math, Renaissance Learning, Reflex Math, School City to monitor progress and use for subsequent lesson planning and differentiation. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support program implementation and differentiated instruction planning. In addition, teachers will be provided materials and supplies to maintain the adequate function and ease of use of computer based assessment and instructional software.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	None Specified
Description	Technology to support comprehensive formative and summative assessment, differentiated instruction and academic achievement. Materials, supplies, technology to support curriculum and standards, professional development as needed. Hourly compensated extended time for teachers and/or Substitutes.

Strategy/Activity 3

Goal 1- Action 3
To support students opportunities for learning and academic success, Eastside Elementary school will build a robust STEAM (Science, Technology, Engineering, Art, Mathematics) program through providing instructional support to students and staff. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching for professional development and planning will be provided in order to facilitate supplemental NGSS instructional support. Mobile field trips (at school sites) as well as off site field trips aligned with NGSS instructional segments will be planned and attended by students and teachers. Fourth grade students will attend LACOE Outdoor Science School. We will continue to offer both Art and Music programs. Materials and supplies, as needed, to ensure STEAM goals and objectives can be met in meaningful way ensuring students have equitable access to the curriculum we be provided.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3530
Source	Title I
Budget Reference	None Specified
Description	STEAM professional development, materials, supplies, on and off site field trips, music and art programs, and instructional support. Hourly compensated extended time and/or Substitutes

Strategy/Activity 4

Goal 1- Action 4
At Eastside elementary school, teachers will provide Extended Learning Opportunities (ELO) for all grade levels using research based curriculum to implement practices for intervention. We will design and implement differentiated instruction based on student need to offer rigorous education opportunities to ensure equitable access to the curriculum. Students will be provided with materials and supplies as well as transportation, as needed, to gain access to supplemental instructional opportunities. We will supply teachers and classified employees with hourly compensated extended time for teachers/classified staff and/or substitutes for teacher release time and coaching to allow for data

analysis to form intentional grouping for ELO as well as data driven lessons specifically targeted at learning goals in line with the district learning goals. When needed and deemed appropriate, outside vendors will be contacted and contracted to supply supplemental extended learning opportunities to groups in the greatest area of need.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	13000
Source	Title I
Budget Reference	None Specified
Description	Hourly compensated extended time and/or Substitutes, transportation, supplies and materials.

Strategy/Activity 5

Goal 1- Action 5
In order to support and promote the achievement of our English Language Learner (ELL) population, we will provide designated and integrated English Language Development (ELD) learning opportunities to students. Diagnostic assessments will be used to place students appropriately. Curriculum embedded and district identified benchmarks will be used to determine ELL student progress in the core Language Arts program and in the ELD program. In order for this subgroup student population to meet or exceed its target, all students must have access to learning that promotes the implementation of California ELD standards and focusing on California Common Core Speaking and Listening standards cross curricular and school wide. Eastside Elementary will increase reclassification rates for English Language Learners and increase the proficient levels of English Language Learners by providing learning opportunities using researched based strategies. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching for professional development, data analysis, assessment, and planning. We will also provide supplies and materials to students as needed.

Students to be Served by this Strategy/Activity

English Learners

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I

Budget Reference	None Specified
Description	Hourly compensated extended time and/or Substitutes, materials and supplies, professional development, conferences, and travel.

Strategy/Activity 6

Goal 1- Action 6
At Eastside Elementary we will use research based curriculum and interventions to implement practices in the classroom directed towards increasing student academic achievement and ensuring students receive support through the Student Success Team (SST). We will design and implement differentiated programs to offer rigorous education opportunities for students needing intervention. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching for data analysis, team meetings, training and planning. The SST will follow protocols to ensure the duplication of student groups are not over identified in special education population through professional development focusing on equitable identification criteria, SST, and differentiated instruction. Materials and supplies and well as conferences and travel will be provided as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
Intervention Teachers
Students
Parents

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	None Specified
Description	Hourly compensated extended time and/or Substitutes, materials and supplies, professional development, conferences, and travel.

Strategy/Activity 7

Goal 1- Action 7 Library/ Media Program
Eastside will continue to maintain a library/media program that promotes learning in all subject areas. Through the library we will promote learning focused on literacy across the curriculum through assemblies, awards programs, and contests as appropriate as well as continue the Million Word Reader program. The library will continue to develop an implementation plan. All students will have access to materials in the school library as a means towards addressing the English Language Arts Standards for literature response and analysis, and reading and responding to a wide variety of text. The library will maintain a large and diverse collection of materials that support the academic and recreational needs of the students. Teachers will have access to the library to teach lessons and for student research. The librarian will provide support to teachers as needed. The library facility will continue to be well maintained and appropriately furnished.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
teachers
parents
Librairan

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	None Specified
Description	Library materials, furnishiing, supplies, appropriate YA literature and non-fiction books, and awards for programs (such as Million Word Reader, Academic achievement, PBIS, etc.).

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Involvement

Goal Statement

Eastside Elementary School will promote increased involvement of families.

LCAP Goal

The Eastside Union School District will promote increased involvement of families.

Basis for this Goal

In order to create a school wide culture that encourages stakeholder participation in the educational process, it is essential that parents and families be actively involved in the educational process. Currently, The ELAC advises the school principal and staff on the school's program for English learners. The ELAC advises the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA. Although improvements have been made, overall participation by families does not reflect the school's demographic or population.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facebook and Social-media post	Various posts celebrating and promoting student achievement and engagement in school culture activities.	Weekly posts updating stakeholders and community members of ongoing activities, projects, events.
Provide additional Parent Training Initiatives	District Project 2 Inspire and site based training	Parent University Site based parent training
Parent Resource Room	Parent resource room budget to stock with materials	Furnished and stocked Parent room with materials, technology support, and supplies as needed to support events and activities. Schedule of parent events. Evidence of parent usage (sign in sheets, agendas, photos, etc.)
Parent Advisory Committees: District English Learner Advisory Committee, English Learner Advisory Committee (site based), District Advisory Committee, School Site Council, Local Control Accountability Plan (DELAC, ELAC, DAC, SSC, LCAP)	Quarterly Meetings	Agendas Evidence of two-way communication (discussion protocols, final products, photos, surveys)

Metric/Indicator	Baseline	Expected Outcome
demonstrating two way communication.		
Back to School Night and Parent-Teacher Night conferences	Back to School Night Parent Conference Nights	Back to School Night Two Parent Conference Nights
Student Award Assemblies, performances, and parent nights	Quarterly SOAR Awards Family Game Night Science Fair Lego Fun Day Coffee with Principal	Quarterly SOAR Awards Spring Fling Family Game Night Science Fair Reading Incentive Celebrations Culture and Climate (PBIS, SEL, Restorative Practices) assemblies and incentive events STEAM activities and events

Planned Strategies/Activities

Strategy/Activity 1

Eastside Elementary school will provide parent training initiatives and activities. Through a district partnership with with Antelope Valley Partners for Health, we will host training events on site and district wide. AVPH will sponsor community corners, mini food pantries, information booths, etc. AVPH will also continue with Project 2 Inspire by holding workshops onsite in our parent resource room. As needed, childcare and translation services will be provided. Certificated and classified staff compensated for extra time spent supporting these meetings. Activities supplies and materials as well as snacks, food, and beverages provided to parents and families. Eastside Elementary school will continue to build a parent education and engagement program by providing parents and the parent liaison a resource room. This room will serve as a place for meetings, workshops, and for parents to get community support and help information. This room will be furnished with materials technology and supplies as needed. When appropriate and needed, we will provide transportation via busing for families to attend events.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
Leadership Team
Teachers
Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	18830
Source	Title I
Budget Reference	None Specified
Description	Childcare /classified staff compensation

Translation services/classified staff compensation
Certificated and classified staff compensated for extra time spent supporting these meetings
Activities supplies and materials
Food and beverages
Transportation Services as needed
Parent Liaison Office and Furnishing
Parent Resource room and Furnishing
Technology and support for parent resource room

Strategy/Activity 2

Through Parent Advisory Committees such as District English Learner Advisory Committee, English Learner Advisory Committee (site based), District Advisory Committee, School Site Council, Local Control Accountability Plan (DELAC, ELAC, DAC, SSC, LCAP), Eastside Elementary school will increase parental and stake holder involvement demonstrating two way communication. We will continue to meet and consult with parents and families in the decision making process at the school site as appropriate. We will provide regular updates via Peach Jar, Social Media, notes home, phones etc. of upcoming meetings and other training opportunities as outlined in activity one. As needed, childcare and translation services will be provided. Certificated and classified staff compensated for extra time spent supporting these meetings. Activities supplies and materials as well as snacks, food, and beverages provided to parents and families. When appropriate and needed, we will provide transportation via busing for families to attend events.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
Leadership Team
Classified staff
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2720
Source	Title I
Budget Reference	None Specified
Description	Social Media Technology Childcare/classified staff compensation Translation services/classified staff compensation Certificated and classified staff compensated for extra time spent supporting these meetings Activities supplies and materials Food and beverages Transportation Services as needed

Strategy/Activity 3

Eastside elementary school will host events celebrating the accomplishments of our students and families during Student Award Assemblies, performances, and parent/family nights, and Quarterly SOAR Awards. We will host various family and community events such as but limited to Spring Fling, Family Game Night, Science Fair, Reading Incentive

Celebrations, Culture and Climate (PBIS, SEL, Restorative Practices) assemblies, STEAM, and incentive events. We will provide certificates, awards, and/or trophies to students and families as well as display cases designated to displaying pictures, projects, etc. celebrating accomplishments. Eastside Elementary School will host Back to School Night and Parent-Teacher Night conferences. As needed, childcare and translation services will be provided. Certificated and classified staff compensated for extra time spent supporting these meetings. Activities supplies and materials as well as snacks, food, and beverages provided to parents and families. When appropriate and needed, we will provide transportation via busing for families to attend events.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

Administration
Leadership Team
Teachers
Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Unrestricted
Budget Reference	None Specified
Description	Display cases decorations
Awards, certificates, trophies
Childcare/classified staff compensation
Translation services/classified staff compensation
Certificated and classified staff compensated for extra time spent supporting these meetings
Activities supplies and materials
Food and beverages
Transportation Services as needed

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social Emotional Learning

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Eastside Elementary school will increase Social Emotional Learning (SEL) and student well-being through differentiated supports. We will continue to build a strong Positive Behavior Intervention Supports (PBIS) program. Students and teachers will receive many teaching and learning opportunities through PBIS. We will create and support extra-curricular activities on campus to promote SEL. To reduce the number of suspension of African American students and foster youth, as well as maintain a low suspension rate, Eastside Elementary school will continue to provide professional development for all staff members on PBIS, Restorative Practices and instructional intervention and differentiation strategies to support classroom management routines. There will be a Culture and Climate Committee dedicated to overseeing the fidelity and implementation of PBIS at the sight. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching for data analysis, team meetings, training and planning. Eastside Elementary school will continue the beginning implementation of Restorative Practices through small group sessions held by Restorative Practices trained staff. Students will receive supplies, materials and incentives as deemed appropriate. The school counselor will hold small groups sessions with students needing SEL support as well as whole group in classrooms. Certificated staff will be compensated for providing and/or attending extended day professional development. Conference and travel expenses as needed for training in SEL will be provided.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2017 - 11/30/2018

Person(s) Responsible

Administration
Teachers
Classified staff
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	None Specified
Description	Materials, supplies, technology to support professional development Professional Development in SEL, including but not limited to PBIS/Restorative Justice Hourly compensated extended time for teachers and/or Substitutes Conferences and travel Supplies, Materials and Incentives

Strategy/Activity 2

Eastside Elementary school will build a robust attendance program through the use of Attention 2 Attendance and the Los Angeles County Abolish Chronic Truancy (A2A and ACT) programs. We will foster a culture of attendance through quarterly and monthly attendance incentives school wide and in individual classrooms. As a school, we will contact parents and families to discuss attendance, tardies, and truancy policies. We will supply incentives as needed and deemed appropriate to encourage attendance to school.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2017 - 11/30/2018

Person(s) Responsible

Administration;
Teachers
Classified Staff
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Unrestricted
Budget Reference	None Specified
Description	Supplies, Materials and Incentives

Strategy/Activity 3

At Eastside elementary school, teachers will provide Extended Learning Opportunities (ELO) for all grade levels using research based curriculum to implement practices for intervention and will design and implement differentiated programs to offer rigorous education opportunities for students needing intervention though but not limited to RTI, PBIS, and SST. The SST will follow protocols to ensure the duplication of student groups and African American males are not over identified in special education population through professional development focusing on equitable identification criteria, SST, and differentiated instruction. We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching for data analysis, team meetings, training and planning.Materials, supplies, conferences, and travel will be provided as necessary.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2017 - 11/30/2018

Person(s) Responsible

Administration;
Teachers;
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	None Specified
Description	Materials, supplies, technology to support professional development Professional Development in but not limited to SST, RTI, Differentiated Instruction Hourly compensated extended time for teachers and/or Substitutes Conferences and travel Supplies, Materials

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Williams Compliance

Goal Statement

Eastside Elementary will continue to comply with Williams Legislation and provide an exemplary work force and facilities for staff and students.

LCAP Goal

The Eastside Union School District will continue to comply with Williams Legislation and provide an exemplary work force and facilities for staff and students.

Basis for this Goal

Eastside Union School District currently possess 91.6% compliance with CTC mandates regarding fully credentialed an appropriately assigned teachers. This is consistent across the area of facilities and staffing. To continue providing our students with excellent levels of Basic Services, ongoing work in this area is needed to enable the district to continue to meet state targets, as many of the indicators are state-mandated. Specifically, Eastside Elementary school will work to provide a safe, welcoming and nurturing learning environment for students and staff through building and maintaining a clean, accessible, and amiable atmosphere and physical appearance conducive to productivity and learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of teachers fully credentialed and appropriately assigned	91.6%	95%
Sufficiency on Williams instructional materials visits	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

Eastside Elementary school will keep facilities up to date with furniture, classroom furniture, and library supplies in order to promote a positive atmosphere for learning, working and productivity. In order to build and maintain a culture of school pride for both teachers and students as well as a welcoming environment for family, community and stakeholders, we will ensure common areas such as the playground, library, front office, hallways, cafeteria, etc. are well maintained and furnished. Classrooms will promote student productivity in a comfortable and safe environment through the use of flexible seating as appropriate. We will ensure we maintain the sufficiency of instructional materials inspection by continuing to maintain neat and organized book rooms throughout the school as well as a textbook inventory.

Students to be Served by this Strategy/Activity

All students

Timeline

12/1/2017 - 11/30/2018

Person(s) Responsible

Administration Teachers Other Staff Parents Students

Proposed Expenditures for this Strategy/Activity

Amount	42,330
Source	Unrestricted
Budget Reference	None Specified
Description	classroom furniture common area furniture and facilities Murals Posters Instructional Materials organization Instructional Materials for classrooms

Strategy/Activity 2

Eastside Elementary school will continue to recruit and employ fully credentialed and appropriately assigned teachers through supporting BTSA. Teachers will be provided release time, substitutes, supplies and materials as needed. We will also support professional development needed to support teacher mentoring.

Students to be Served by this Strategy/Activity

ALL

Timeline

12/1/2017 - 11/30/2018

Person(s) Responsible

Administration Teachers Parents Students

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Unrestricted
Budget Reference	None Specified
Description	Hourly compensated extended time for teachers and/or Substitutes Supplies and materials Conferences and travel

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students will meet or exceed the California State and Eastside Union School District 2% yearly increase in English-Language Arts, Mathematics, Science, Social Science and Physical Education.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ongoing professional development will focus on developing effective PLCs that are in alignment in Reading Comprehension/Writing strategies. Teachers will work in their Professional Learning Communities to identify Common Core State Standards, develop curriculum, create formative assessments, reteach, and extend learning using oral and written language techniques.	Ongoing professional development focused on developing effective PLCs.	Data/training/PLC/materials Title I 30,000	
Provide all classrooms with crucial materials and supplies to ensure needs of students' learning is met.Some examples of crucial materials are whiteboards, dry erase markers, transparencies, paper products, writing instruments, staples, paper clips, computer ink cartridges, and any other instructional materials necessary for student learning.	Classrooms provided with materials and supplies.	Technology to support high quality instruction and academic achievement. Materials, supplies, technology/Instructional Materials/technology to support curriculum and standards. LCFF - Supplemental 47000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology will be made available to teachers to support high quality instruction and learning. Students will have access to technology as well to enhance academic achievement. EL students will be provided computer based programs to ensure success in language development.			
The school will utilize technology to support instructional delivery strategies and increase student knowledge of technology. Teachers will utilize School City to examine student data and progress. Students will have access to the Accelerated Reader Program and Imagine Learning to increase their literacy development and reading comprehension. EL students will have access to computer programs to enhance their language development.	Students had access to AR and Imagine Learning.	Technology to support high quality instruction and academic achievement	
The school will design and implement an AVID program to target students in academic middle who have the desire to go to college and the willingness to work hard and learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.The school will encourage the use of graphic organizers (i.e. Thinking Maps, Write from	Students were supplied with AVID materials.	AVID Supplies	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the Beginning, AVID Instructional Strategies) to assist students in organizing information into logical grouping.			
In order for Eastside School's overall and subgroup student population to meet or exceed its target, all students must have access to the district-wide computer program entitled Accelerated Reader and Accelerated Math. Purchase Accelerated Reading and Accelerated Math to continue to maintain and support student achievement through the use of Accelerated Reader and Math.	All students had access to Accelerated Reader and Accelerated Math.	Technology to support high quality instruction and academic achievement	
Research based curriculum will be used to implement practices in the classroom.The school will design and implement differentiated programs to offer rigorous education opportunities for high achieving students. Efforts are made to ensure that students from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities.	Adopted curriculum were made available to all students.	Materials, supplies, technology	
Provide a variety of opportunities for parents to participate in their child's education. • Cultural Proficiency Training, LACOE • Lancaster Baptist Parent	Resources were provided to parents.	Math and Literacy Assemblies	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Outreach Program • Providing Communication • School/ Home Relationships • Penny Lane Sponsored Parent Programs • Family Therapy with struggling children • Parent Nights • SBAC Celebration of Parents and Students • AR Parent Training • Connect Ed • Marquee Announcements • Flyers and Invitations • Social Media (Facebook, Twitter, Website, etc)			
All students will access materials in the school library as a means towards addressing the English Language Arts Standards for literature response and analysis, and reading and responding to a wide variety of children's literature. The library will maintain a large and diverse collection of materials that support the academic and recreational needs of the students.	Books for EL learners were purchased	Purchase books for EL learners	
Provide refreshments and parental programs, Rosetta Stone, or any other parent program that	Parents were encouraged to participate.	None Specified Title I 500.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will promote Literacy, parenting or parent involvement in the school system. Parents will also be encouraged to participate in the following committees: School Site Council English Learner Advisory Committee Other committees as necessary			

Analysis

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

The implementation of the activities went well overall.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

In order to meet all AMAO's for second language learners and to have EL students increase one CELDT level per year, the teaching staff will utilize 45 minutes or more of ELD time for all CELDT tested second language learners with the district adopted curriculum.
The administration and classroom teachers will monitor the EL population utilizing district benchmark tests and work with instructional staff to ensure that this subgroup meets or exceeds the grade level benchmark scores.

Administration will work with the bilingual and ELD programs, including monitoring ELD instructional time, bilingual paraeducators work duties, tutoring, identification process and EL students' access to core curriculum.

ELD students will have access to computer lab/programs to assist in English Language development.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will design and implement an intervention/remediation program in ELD to meet the needs of students requiring additional instruction to meet Proficiency standards in English. The curriculum that teachers will utilized for intervention and remediation. Research based curriculum will be utilized within the intervention program opportunities offered to students.	Intervention program was not fully executed until late Spring with the use of EL Achieve Cards.	LCFF - Supplemental 3,000.00	
The school will improve instructional delivery strategies for the English Learners. Components focusing on Differentiated instruction, lesson plan development and instruction delivery.	Process of delivery was not fully executed until late Spring with Professional Development focusing on EL Achieve.	Purchase books and other materials to support literacy project None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Diagnostic assessments will be used to place students appropriately.	CELDT was administered and subs provided.	Substitutes to administer CELDT testing None Specified LCFF 2,000.00	
Technology to provide access to all EL students across content areas (iPads, laptops, web-based programs, computer and computer programs)	Students had access to Imagine Learning.	None Specified LCFF 2000.00	

Analysis

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

Use of EL Achieve was implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the strategies lacked effectiveness as English Language Learners performance level declined significantly in ELA by -12.3 points. English Language Learners performance level declined significantly in Math by -16.3 points.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

English Language Learners will receive a comprehensive approach to ELD instruction that involves two angles – Integrated ELD and Designated ELD.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Eastside Elementary School will focus on increasing student achievement by addressing the delivery of instruction in our classrooms. We will provide teachers with opportunities to attend conferences and other workshop to increase student achievement by utilizing best teaching practices. Teachers are provided Monthly Info Insights Days in order to reflect on the latest data to make decisions on student instruction.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development and staff Development will be based on the following categories of needs: • Curriculum calibration and alignment to the content standards • Student achievement strategies • Assessing student performance • Classroom Management • Other Professional Needs Staff development will include the implementation of Instructional Quality Teams and book study of author Doug Lemov, Teach Like a Champion.	Through full day Professional Development, focus was intended for staff to assess student performance, however a protocal was needed to guide the process with fidelity.	Registration; lodging; transportation; materials None Specified LCFF - Supplemental 45,000	
Focus staff development topics on areas of need such as	Overall staff development is an area of need.	Registration; lodging; transportation; materials	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• use of new technology hardware and software • continued implementation of Common Core standards, building assessments • continued implementation of district adopted materials and documents • using data and student work to guide instruction • calibrating and grading student assessments • intervention programs, Response to Intervention, PBIS, AVID • improve teaching strategies for collaborative learning • focusing on student interaction with required tasks and			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction within classrooms • bilingual and ELD teaching strategies • creating and implementing SMART Goals • creating and implementing curriculum based on Common Core Standards • PLC Data Training • visit other classroom or school sites to observe best teaching practice. • Curriculum development • Best instruction practices • Assessments • Use of technology • Others as deemed appropriate			

Analysis

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

Overall implementation of strategies were not fully executed to achieve the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Average student attendance for each calendar month will be at a minimum of 93%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will recognize the need for good attendance and citizenship. Schoolwide and classroom incentives and initiatives will be set to ensure students are motivated to attend school.	Attendance was promoted through school wide and classroom incentives, as well as student recognition.	Student Recognition None Specified LCFF - Supplemental 2,000.00	

Analysis

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

Attendance was promoted through school wide and classroom incentives, as well as student recognition.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, attendance rate was maintained with 93% or higher.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

The school will design and implement programs (such as PBIS) and services that support the social, emotional, and physical well being of the students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will create and support extra-curricular activities on campus to enrich students lives.	PBIS was a primary focus for supporting students SEL Learning.	Materials/Supplies None Specified LCFF - Supplemental 10,000.00	
Positive Behavior Interventions and Supports (PBIS)	Students practiced PBIS strategies.		

Analysis

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

Through school wide approach, overall, strategies were effective.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Suspension Rate declined significantly for all other student groups.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

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

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	114,580	0.00
Unrestricted	50,830	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	114,580.00
Unrestricted	50,830.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	165,410.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	114,580.00
None Specified	Unrestricted	50,830.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Marisa Rissling	Principal
Carrie Andersen	Classroom Teacher
Stephanie Smith	Classroom Teacher
Zakeya Anson	Classroom Teacher
Briana McKendall	Other School Staff
Melanie Brinson	Parent or Community Member
Cristina Brito	Parent or Community Member
Rosalinda Olmedo	Parent or Community Member
Eva Simpson	Parent or Community Member
Janette Morales	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/13/18.

Attested:

Signature	
	Principal, Mrs. Marisa Rissling on 11/13/18
	SSC Chairperson, Melanie Brinson on 11/13/18

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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

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

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program