

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	Enterprise Elementary School
Address	3730 E. Ave J-4 Lancaster, CA
County-District-School (CDS) Code	19-64477-0129197
Principal	Mary Kruppe
District Name	Eastside Union Elementary School District
SPSA Revision Date	10/30/2018
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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 13
 - Equity Report 16
 - Detailed Report 23
 - Student Group Report 25
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 34
 - Goal 3..... 38
 - Goal 4..... 42
- Annual Review and Update 45
 - Goal 1..... 45
 - Goal 2..... 51
 - Goal 3..... 54
 - Goal 4..... 58
 - Goal 5..... 62
 - Goal 6..... 64
 - Goal 7..... 66
 - Goal 8..... 69
- Budget Summary and Consolidation 71
 - Budget Summary 71
 - Allocations by Funding Source..... 71
 - Expenditures by Funding Source 72
 - Expenditures by Budget Reference 73
 - Expenditures by Budget Reference and Funding Source 74
- School Site Council Membership 75
- Recommendations and Assurances 76
- Addendum..... 77
 - Instructions: Linked Table of Contents 77

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....80
Appendix B: Select State and Federal Programs.....82

School Vision and Mission

Our vision at Enterprise Elementary School Vision is to provide for all students to engage in the passion of learning while realizing personal success. In achieving this goal we take the following core concerns into consideration: Responsibility – We are responsible for a large part of the success of the students we teach; Relationship – We cannot ensure personal and academic success in our students until we realize and achieve the need for positive adult relationships; Confidence – We have to build positive self-perceptions in order to grow students who can, and want to learn; Autonomy- We facilitate and guide students, but we understand that we must allow them to realize their own visions and work towards their individual envisioned futures.

Our mission at Enterprise elementary School is to make a difference, to motivate and inspire children to reach their potential, and to impact their family legacy.

School Profile

Enterprise is located in the Antelope Valley, sixty miles northeast of Los Angeles. It is one of five schools in the Eastside Union School District. Enterprise offers a TK - 6 educational program, with Special Day Classes in Kindergarten through 5th grades. The school consists of one building principal, one assistant principal, 36 certificated teachers, one Speech Pathologist, one itinerant School Psychologist, a School Counselor who is present four days of the week and on call, and 27 classified staff members. Enterprise serves a population of 657 students who reflect the great diversity of the city of Lancaster. The ethnic composition of our student body is: Hispanic or Latino (45%), American Indian or Alaska Native (1%), Asian (1%), Pacific Islander (1%), Filipino (1%), Black or African American (39%), White (12%), Two or More Races (5%). The percentage of students from socioeconomically disadvantaged backgrounds is 86%, while English Language Learners consist of 33% of the students enrolled. The mobility rate for all students is 10.

The teachers at Enterprise Elementary have a California endorsement to service the needs of our English Learners. These students receive instruction that provides more hands-on learning, small group activities, peer tutoring, technology, and the use of SDAIE strategies.

We highly value and encourage parent and teacher support and involvement. Opportunities for parent and/or teacher participation include the newly created Enterprise Parent Teacher Association, School Site Council, and English Language Advisory Committee, as well as ample opportunity to provide feedback on the school through climate surveys, and the Coffee with the Principal program provided monthly as an open forum for parents to discuss the development of the campus. Communication through parent drop ins, parent conferences, progress reports, awards assemblies, the student study team process, and home telephone calls or visits provide regular feedback to parents regarding the academic growth of their child.

Students have equal access to, and participate in, the core curriculum through their regular classroom teachers and/or specialists. Teachers in the classrooms use many strategies and techniques (i.e. experiential learning methods, cooperative learning, small group instruction, and peer tutoring, AVID college readiness strategies), and teachers are trained from grades TK-6 in the use of AVID strategies to achieve exceptional common core instruction, allowing for ELL, and Special Education students to have full access to the core curriculum.

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

We provided stakeholder involvement in the following processes and meetings:

- Title One Meetings (9/14/18; 10/11/18)
- Back to School Night (8/23/18)
- Title One Surveys (8/23/18; 1/10/19)
- ELAC meetings (10/11/18; 11/8/18; 1/10/19; 2/14/19; 4/11/19; 5/9/19)

- School Site council meetings (10/11/18; 10/30/18; 1/10/19; 2/14/19; 4/11/19; 5/9/19)

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	0.9%	0.3%	0.28%	7	2	2
African American	31.8%	30.9%	31.59%	246	229	223
Asian	1.0%	0.9%	1.42%	8	7	10
Filipino	0.9%	1.8%	1.56%	7	13	11
Hispanic/Latino	51.8%	53.4%	51.98%	401	396	367
Pacific Islander	0.0%	0.1%	0.28%	0	1	2
White	8.5%	7.1%	7.37%	66	53	52
Multiple/No Response	5.0%	0.0%	0%	39	0	0
Total Enrollment				774	742	706

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		106	117
Grade 1		110	81
Grade 2		115	107
Grade 3		100	101
Grade 4		97	100
Grade 5		112	95
Grade 6		102	104
Grade 7			1
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		742	706

Conclusions based on this data:

1. Enterprise Elementary has an enrollment comprised of 32% African American, 52% Hispanic, and the remaining 16% made up of the remaining categories.

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2. We consistently have approximately 100 students per grade level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	144	149	133	18.6%	20.1%	18.8%
Fluent English Proficient	36	36	35	4.7%	4.9%	5.0%
Reclassified Fluent English Proficient	11	5	8	7.9%	3.5%	5.4%

Conclusions based on this data:

1. Enterprise has 19% of our students who are designated as English Learners.
2. We reclassify less than 10 students each year. Part of this reclassification is proficiency on the CAASPP which is an area we struggle in.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	79	102	99	77	102	99	77	102	99	97.5	100	100
Grade 4	120	96	99	117	93	98	117	93	98	97.5	96.9	99
Grade 5	107	109	97	103	107	95	102	107	95	96.3	98.2	97.9
Grade 6	119	102	106	116	101	106	116	101	106	97.5	99	100
All Grades	425	409	401	413	403	398	412	403	398	97.2	98.5	99.3

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	2378.	2387.	2397.	10	11.76	16.16	19	13.73	20.20	22	37.25	26.26	48	37.25	37.37
Grade 4	2386.	2419.	2443.	3	13.98	23.47	15	17.20	18.37	19	16.13	14.29	64	52.69	43.88
Grade 5	2407.	2426.	2433.	2	4.67	7.37	17	14.95	10.53	14	20.56	27.37	68	59.81	54.74
Grade 6	2446.	2447.	2429.	2	0.99	2.83	14	13.86	13.21	32	32.67	22.64	53	52.48	61.32
All Grades	N/A	N/A	N/A	4	7.69	12.31	16	14.89	15.58	22	26.80	22.61	59	50.62	49.50

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	9	12.75	19.19	39	37.25	49.49	52	50.00	31.31	
Grade 4	6	16.13	20.41	35	44.09	47.96	59	39.78	31.63	
Grade 5	6	5.61	10.53	25	34.58	40.00	69	59.81	49.47	
Grade 6	3	6.00	3.77	38	34.00	30.19	59	60.00	66.04	
All Grades	6	9.95	13.32	34	37.31	41.71	60	52.74	44.97	

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	17	13.73	15.15	37	46.08	36.36	46	40.20	48.48
Grade 4	4	17.20	19.39	35	35.48	41.84	61	47.31	38.78
Grade 5	2	14.95	9.57	29	33.64	34.04	69	51.40	56.38
Grade 6	6	2.00	6.60	29	35.00	28.30	65	63.00	65.09
All Grades	7	11.94	12.59	32	37.56	35.01	61	50.50	52.39

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	3	11.76	14.14	56	67.65	66.67	42	20.59	19.19
Grade 4	3	7.53	14.29	69	50.54	61.22	27	41.94	24.49
Grade 5	5	5.61	5.32	47	49.53	55.32	48	44.86	39.36
Grade 6	5	1.00	3.77	61	62.00	40.57	34	37.00	55.66
All Grades	4	6.47	9.32	59	57.46	55.67	37	36.07	35.01

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	16	12.75	15.15	47	47.06	49.49	38	40.20	35.35
Grade 4	5	15.05	24.49	40	45.16	42.86	55	39.78	32.65
Grade 5	11	8.41	13.83	47	35.51	43.62	42	56.07	42.55
Grade 6	9	7.00	10.38	56	47.00	40.57	34	46.00	49.06
All Grades	10	10.70	15.87	48	43.53	44.08	43	45.77	40.05

Conclusions based on this data:

1. 28% of our students met or exceed standards with our school on the CAASPP ELA.
2. Our strengths are found in 3rd and 4th grade, which has the highest percentage of students proficient in the standards (36% and 41%) and we decline significantly in 5th and 6th grade (17% and 15%).
3. The listening subtest has less than 10% of Enterprise students being above standard. We will focus on building a robust speaking and listening program to promote the success of our students.

99% of our students are represented in these test results.

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	79	102	99	77	102	99	77	102	99	97.5	100	100
Grade 4	120	96	99	117	93	98	117	93	98	97.5	96.9	99
Grade 5	108	110	96	105	108	93	104	108	93	97.2	98.2	96.9
Grade 6	119	102	106	116	101	106	116	101	106	97.5	99	100
All Grades	426	410	400	415	404	396	414	404	396	97.4	98.5	99

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	2394.	2389.	2382.	9	7.84	3.03	27	17.65	19.19	18	27.45	34.34	45	47.06	43.43
Grade 4	2406.	2427.	2456.	3	7.53	13.27	10	18.28	26.53	38	32.26	30.61	50	41.94	29.59
Grade 5	2419.	2429.	2432.	3	3.70	7.53	6	12.04	4.30	27	19.44	20.43	64	64.81	67.74
Grade 6	2447.	2432.	2411.	2	3.96	2.83	6	7.92	4.72	37	15.84	16.98	55	72.28	75.47
All Grades	N/A	N/A	N/A	4	5.69	6.57	11	13.86	13.64	31	23.51	25.51	54	56.93	54.29

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	18	12.75	11.11	34	31.37	40.40	48	55.88	48.48	
Grade 4	9	12.90	28.57	21	34.41	32.65	70	52.69	38.78	
Grade 5	7	6.48	8.60	18	22.22	17.20	75	71.30	74.19	
Grade 6	3	5.00	2.83	28	16.00	16.04	68	79.00	81.13	
All Grades	9	9.18	12.63	25	25.81	26.52	67	65.01	60.86	

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	14	13.73	10.10	44	39.22	30.30	42	47.06	59.60
Grade 4	6	8.60	17.35	28	36.56	40.82	66	54.84	41.84
Grade 5	4	3.70	6.45	24	30.56	32.26	72	65.74	61.29
Grade 6	3	3.96	3.77	31	20.79	20.75	66	75.25	75.47
All Grades	6	7.43	9.34	31	31.68	30.81	63	60.89	59.85

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	21	10.78	8.08	45	54.90	52.53	34	34.31	39.39
Grade 4	7	9.68	19.39	37	43.01	44.90	56	47.31	35.71
Grade 5	5	4.63	5.43	27	27.78	30.43	68	67.59	64.13
Grade 6	2	4.00	1.89	56	33.00	29.25	42	63.00	68.87
All Grades	7	7.20	8.61	41	39.45	39.24	51	53.35	52.15

Conclusions based on this data:

1. 20% of our students are meeting or exceeding standards within our school on the CAASPP Math.
2. Our strengths are found in 4th grade, which has the highest percentage of students proficient in the standards (39%) and we decline significantly in 3rd, 5th and 6th grade (22%, 24% and 20%).
3. The communicating reasoning subtest has less than 10% of Enterprise students being above standard. We will focus on building a robust speaking and listening program to promote the success of our students.

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	1416.8	1425.8	1395.7	26
Grade 1	1455.0	1457.1	1452.5	23
Grade 2	1484.9	1474.0	1495.4	23
Grade 3	1497.9	1506.3	1489.0	20
Grade 4	1500.5	1499.1	1501.8	15
Grade 5	1475.9	1471.1	1480.3	19
Grade 6	1516.5	1525.5	1507.0	14
All Grades				140

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	*	*	*	*	*	*	*	*	26
Grade 1	*	*	*	*	*	*			23
Grade 2	13	56.52	*	*			*	*	23
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	*	*	19
Grade 6	*	*	*	*	*	*	*	*	14
All Grades	48	34.29	50	35.71	28	20.00	14	10.00	140

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	11	42.31	*	*	*	*	*	*	26
Grade 1	12	52.17	*	*	*	*	*	*	23
Grade 2	15	65.22	*	*	*	*	*	*	23
Grade 3	*	*	*	*			*	*	20
Grade 4	*	*	*	*			*	*	15
Grade 5	*	*	*	*	*	*	*	*	19
Grade 6	*	*	*	*	*	*			14
All Grades	71	50.71	42	30.00	14	10.00	13	9.29	140

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	*	*	*	*	11	42.31	*	*	26
Grade 1	*	*	*	*	*	*	*	*	23
Grade 2	13	56.52	*	*	*	*	*	*	23
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	*	*	19
Grade 6					*	*	*	*	14
All Grades	36	25.71	32	22.86	44	31.43	28	20.00	140

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	15	57.69	*	*	*	*	26
Grade 1	16	69.57	*	*			23
Grade 2	17	73.91	*	*	*	*	23
Grade 3	*	*	*	*	*	*	20
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	11	57.89	*	*	19
Grade 6	*	*	*	*	*	*	14
All Grades	75	53.57	51	36.43	14	10.00	140

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	*	*	11	42.31	*	*	26
Grade 1	*	*	13	56.52	*	*	23
Grade 2	11	47.83	11	47.83	*	*	23
Grade 3	11	55.00	*	*	*	*	20
Grade 4	*	*	*	*	*	*	15
Grade 5	13	68.42	*	*	*	*	19
Grade 6	*	*	*	*			14
All Grades	70	50.00	55	39.29	15	10.71	140

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	*	*	16	61.54	*	*	26
Grade 1	12	52.17	*	*	*	*	23
Grade 2	13	56.52	*	*	*	*	23
Grade 3	*	*	11	55.00	*	*	20
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	14	73.68	*	*	19
Grade 6			*	*	11	78.57	14
All Grades	37	26.43	66	47.14	37	26.43	140

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	13	50.00	*	*	*	*	26
Grade 1	*	*	20	86.96	*	*	23
Grade 2	*	*	12	52.17	*	*	23
Grade 3	*	*	11	55.00	*	*	20
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	11	57.89	*	*	19
Grade 6	*	*	11	78.57	*	*	14
All Grades	41	29.29	79	56.43	20	14.29	140

Conclusions based on this data:

1.

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. All student groups in the English Learner Progress subgroup are in the lowest performance level.
2. Four of eight student subgroups in suspension rate are in the lowest two performance levels.

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. Our suspension rate is 5.8%, which is rated as high. We reduced our percentage by .5%.
2. Foster youth and African American students are areas with the lowest performance.

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

School and Student Performance Data

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. We are still 62.7 points below level 3 as a whole.
2. We increased significantly by 16.1 points. All subgroups increased with the exception of EL-reclassified, where we declined 11.7 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. We are 80.1 points below level 3 as a school.
2. We increased by 4.9 points. All subgroups increased with the exception of EL-English learner only and Hispanic, where we declined 4.7 points and 2.1 points respectively.

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:

- 57.6% of our English Learners made progress towards English proficiency.
- We are 62.7 points below level 3 in ELA.
- We are 80.1 points below level 3 in Math.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. We reduced suspensions by 8 incidents.

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. Foster youth and African American students are areas with the lowest performance for suspension rates.
2. All student groups in the English Learner Progress subgroup are in the lowest performance level.

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-
3. Our African American students are in the lowest performance group for mathematics.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement

Goal Statement

Students at Enterprise Elementary School will perform at or above the average academic achievement of students in the Eastside Union School District in English Language-Arts, Mathematics, Social Studies and Science.

LCAP Goal

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

Basis for this Goal

28% of our students met or exceed standards with our school on the CAASPP ELA. Our strengths are found in 3rd and 4th grade, which has the highest percentage of students proficient in the standards (36% and 41%) and we decline significantly in 5th and 6th grade (17% and 15%).

20% of our students are meeting or exceeding standards within our school on the CAASPP Math. Our strengths are found in 4th grade, which has the highest percentage of students proficient in the standards (39%) and we decline significantly in 3rd, 5th and 6th grade (22%, 24% and 20%).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Data Math CAASPP Data	28% in ELA in 2017-2018 20% in math in 2017-2018	22% increase in ELA 25% increase in math
AVID Certification	Certified 2017-2018 school year	Certified 2018-2019 school year
STAR math and Reading		25% increase in ELA 25% increase in math

Planned Strategies/Activities

Strategy/Activity 1

PLC - Teachers at Enterprise Elementary School will be organized into grade level Professional Learning Communities and given time multiple times a year to analyze data throughout the educational landscape.

Teachers will be trained in terms of what is expected of their PLCs and will begin to revolve around providing for the creation of formative assessments to work with data and then will further begin to analyze the data based on expected outcomes.

Teachers will participate in both vertical and horizontal articulation in order to focus on grade level expectations and support of both grade levels below and above. This will provide for a focus on understanding of Common Core State Standards; providing for and extending objectives and learning targets; Curriculum Mapping & Pacing; providing for common assessments (both formative and summative).

In August 2019, we will provide an optional day of data analysis. Teachers will focus on identifying students groups which would include intervention and enrichment and how to structure this in their grade level.

The focus of the PLC will be four key questions:

What are our students learning? How are we going to know that they are learning? What are we going to do when we know they have successfully learned it (extension opportunities)? What are we going to do when they have not learned it (remediation/reteaching)?

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Leadership Team
- * Grade Level PLCs

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for release time
Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Optional Data Analysis day

Strategy/Activity 2

Materials to support PLCs:

Provision of student access to instructional materials conducive for learning to support success on PLC created CFAs. In order to maintain effective grade level cohesion and time common instructional materials will be made available to teachers in order to teach to students strengths.

Acquisition, and implementation of instructional materials, and other instructional necessities such as but not limited to...

- standards based intervention materials
- AVID supplies-binders, pencil pouches, planners, folders, notebooks

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Leadership Team
- * Grade PLC's

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials and Supplies

Strategy/Activity 3

ILT work-Increasing Rigor in the curriculum:

Staff will begin the implementation of using depth of knowledge in classrooms focusing on speaking and listening common core state standards.

This will be accomplished through professional development on Inquiry and Rigor, speaking and listening standards, sentence frames to merge with accountable talk, incorporating levels of questioning into lesson plans.

Walkthrough time with ILT teams to focus on best practices and learning from one another.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Leadership Team
- * Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Teacher Coaching:

Enterprise will increase our consistency of implementation of rigor and inquiry based lessons. We will accomplish this through the utilization of administrative coaching for our teachers. Site administrators will be trained on how to provide quality coaching methodologies to our teachers, focusing on:

- speaking and listening standards
- rigor
- inquiry based lessons
- collaborative grouping

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes to meet with teachers and debrief/coach

Strategy/Activity 5

AVID

Teachers and students will utilize the Advancement Via Individual Determination (AVID) program to enhance critical thinking skills, as well as to promote a college going culture among the students of Enterprise Elementary School.

We will focus on vertical articulation of the implementation of AVID across grade levels.

We will utilize academic and behavior goals for our students to continue focusing on college and career preparedness.

AVID leveled questioning strategies and inquiry will be developed and monitored.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * ILT Team
- * Administration
- * Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
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Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 6

Extended Learning Opportunities:

We will focus on developing extended learning opportunities for Enterprise Elementary students who are not meeting or exceeding the CCSS proficiency levels. Eligibility criteria will also include standards based grades, STAR Reading and Math scores, and additional teacher criteria.

We will create a before and/or after school program that focuses on STEAM integration, CCSS intervention and support, as well as support in academic achievement. Grade levels include 3-6 and will be two days per week after school Grade levels 1-2 will be two days a week before school. We will have a minimum of two cohorts (November-January; February-March; April-May). Staffing will include approximately 14 teachers, 14 classified, and AVID high school students serving as a community service capacity.

Research based interventions/curriculum will be used.

We will look into the feasibility of incorporating a music education program during the extended learning opportunities.

We will utilize our parent liaison and counselor to help develop and seek out opportunities for our students in the STEAM integration through community programs. The parent liaison and counselor will support a parent education program during the extended learning opportunities. (see goal 2)

Kindergarten school prep week in the beginning of August will be implemented to assist our younger students in school readiness.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers
- * Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funding for STA busses
Amount	12000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Classified Salaries
Amount	60000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries
Amount	18275
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	4000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Outside agencies

Strategy/Activity 7

English Language Development Program:

Teachers will be trained in designated ELD and integrated ELD programming. Teachers will utilize their adopted curriculum and additional supporting curricula to increase achievement in our ELD students.

Students will participate in Walk to Language daily to ensure ELD teaching.

We will monitor the ELPAC testing and progress towards achievement.

Teachers will be provided substitutes for ELPAC administration.

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	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Substitutes for administering ELPAC
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 8

Assemblies/Field trips

Multiple opportunities for assemblies and field trips will be provided, focusing on academic support.

We will reach out to our community and parents to provide activities to assist in developing these programs.

AVID field trips focused on college visits.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

* Administration
 * Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies and field trips

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parental Involvement

Goal Statement

Enterprise Elementary School will focus on increasing parental involvement. We will be developing a Parent Teacher Association to help support family engagement and events. We will be offering multiple opportunities for parental involvement at our school.

LCAP Goal

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

Basis for this Goal

Parents have a great impact on our school's performance and student behavior.

28% of our students met or exceed standards with our school on the CAASPP ELA. Our strengths are found in 3rd and 4th grade, which has the highest percentage of students proficient in the standards (36% and 41%) and we decline significantly in 5th and 6th grade (17% and 15%).

20% of our students are meeting or exceeding standards within our school on the CAASPP Math. Our strengths are found in 4th grade, which has the highest percentage of students proficient in the standards (39%) and we decline significantly in 3rd, 5th and 6th grade (22%, 24% and 20%).

Our suspension rate is 5.8%, which is rated as high. We reduced our percentage by .5%. Foster youth and African American students are areas with the lowest performance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Social Media usage	Facebook posts once a week	
Parent newsletters	Monthly newsletter sent home utilizing peach jar	
Parent Resource room	Identified a room with minimal supplies	
Parent events	Host one per quarter	

Planned Strategies/Activities

Strategy/Activity 1

Parent Teacher Association:

We will assist in the development of a parent teacher association. This organization will increase parental involvement and help our parents become a more integral part of our school community.

We will reach out to the cadet program to support safety on our campus.

We will also press in to the community to help develop our extended learning opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Parent Teacher Association
- * Teachers
- * Classified staff
- * Administration

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 2

Parent events:

Enterprise will encourage parental involvement through the planning and execution of multiple events. This will include but not limited to: coffee and conversation, title one meetings, Trunk or Treat, Back to School night, ELAC meetings, School Site Council, student dances, literacy nights, parent education events to include at home support, and festivals.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Parent Teacher Association
- * Teachers
- * Classified staff
- * Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Materials and Supplies for Title One meetings

Strategy/Activity 3

Parent communication:

We will utilize multiple avenues to communicate with our parents effectively. This will include but not limited to the utilization of Facebook, Instagram, newsletters, Connect Ed messages, coffee and conversation meetings, and our school website.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Parent Teacher Association
- * Teachers
- * Classified staff
- * Administration

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 4

Parent Resource Room:

We will have available to our parents a resource room for their use. It will provide parents the opportunity to connect to our parent liaison, resources to better support their students, and help our volunteers have a centralized location to support our classrooms.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Parent Teacher Association
- * Teachers
- * Classified staff
- * Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for parent education opportunities

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Improving the student learning environment

Goal Statement

Enterprise Elementary School will continue the implementation process for the Positive Behavior Intervention Supports (PBIS) program. We will also utilize the Culture and Climate Team to provide additional support to our students.

LCAP Goal

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

Basis for this Goal

Our suspension rate is 5.8%, which is rated as high. We reduced our percentage by .5%. Foster youth and African American students are areas with the lowest performance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates	5.8% in 2017-2018	decrease by 2%
Attendance Rates	approximately 95% in 2017-2018	increase by 2%

Planned Strategies/Activities

Strategy/Activity 1

PBIS: We will continue to implement PBIS at Enterprise. We will do this through the following strategies:

PBIS site team (Culture and Climate Team) will meet on a monthly basis to go over implementation of the PBIS program, provide for steering of the PBIS program, analyze data pertaining to the PBIS program, and to devise guidelines and outlines for success of the program at Enterprise Elementary School.

Teacher support in PBIS: Trainings will be provided by PBIS Site team in order to assist and hold accountable for the dissemination of the PBIS program throughout Enterprise Elementary School. The site team in-services will focus on training of the matrix, use of LEAD bucks throughout the school. Training based upon needs of the staff as identified through administrative walk-throughs, teacher walkthroughs, and PBIS Site Team determination.

Professional Learning Walks for teachers to effectively observe successful classroom implementation of the Enterprise PBIS program.

Maintenance of the Student Store and Incentives Menu: The PBIS Site Team will effectively plan for the use of funds to bring about a student store for students to utilize LEAD bucks to purchase school based items on a weekly basis. The "Explorer Store" will be open weekly on Fridays for students to utilize LEAD bucks to purchase school items of need.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Grade Level PLCs
- * PBIS Site Team

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	PBIS awards/supplies for Student Store

Strategy/Activity 2

Culture and climate team: We will begin to implement research based strategies in supporting the learning environment for our students. We will do this through the following strategies:

Move This World training for our teachers so that we can appropriately implement the program.

Teachers will be trained in the SEL competencies. We will also look into unconscious bias training to provide support to our staff in equity amongst all student groups.

Restorative practices will be developed at our site with guidance from the Culture and climate team.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Culture and Climate Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Student recognition:

Students will be recognized for their achievements, which would include academic, behavioral, extra curricular, and attendance successes.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers
- * Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for student recognition

Strategy/Activity 4

Assemblies/Field trips

Multiple opportunities for assemblies and field trips will be provided, focusing on student social and emotional growth. We will utilize professionals from our community to help in this endeavor. We will also look into supporting our local technology, creating a technology week to highlight all that this valley has to offer and share with our students.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers
- * Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies and field trips

Strategy/Activity 5

Elementary Counselor

Provide scheduling and support for the counselor

The counselor will provide social and emotional support to our students in a multitude of ways: conflict resolution, weekly check-in groups, mental health support, training to staff on trauma in children, unconscious bias information, and restorative practices.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

*Counselor
*Administration

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Ensuring students receive access to basic services

Goal Statement

Enterprise Elementary School will actively put in place multiple measures in which to attract and contract high quality teachers through the use of innovative teaching philosophies, access to cutting edge technological innovations, and strong sense of support at the site administrative level.

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

Approximately 95% of our teachers are fully credentialed and appropriately assigned. We have 100% sufficiency on Williams Instructional Materials visits.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

New teacher support

Our new teachers will be supported utilizing the following strategies: administrative support, release time, and Induction Support provider training to our new teachers. Teachers will be provided with training that should incorporate appropriate student interactions and engagement strategies.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	sub/conferences

Strategy/Activity 2

Campus support

Administration will maintain a daily presence within all classrooms in order to maintain an adequate and acceptable level of support for the district curriculum.

Administration will maintain a daily presence during student supervision hours or periods in order to maintain an adequate and acceptable level of support for the learning environment of our students.

Campus supervisors will maintain a daily presence during student supervision hours or periods in order to maintain an adequate and acceptable level of support for the learning environment of our students.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers
- * Classified Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Facilities

We will expand our seating area for lunch and breakfast to ensure the safety of our students. Students will be able to have a welcoming environment that ensures they can eat with comfort.

Students to be Served by this Strategy/Activity

All

Timeline

12/1/2018 - 11/30/2019

Person(s) Responsible

- * Administration
- * Teachers
- * Classified Staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Students at Enterprise Elementary School will perform at or above the average academic achievement of students in the Eastside Union School District in English Language-Arts, Mathematics, Social Studies and Science.

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
<p>PLC - Teachers at Enterprise Elementary School will be organized into grade level Professional Learning Communities and given time once a month for 4th through 6th grade and every other month for K-3rd grade to analyze data throughout the educational landscape.</p> <p>Teachers will be trained in terms of what is expected of their PLCs and will begin to revolve around providing for the creation of formative assessments to work with data and then will further begin to analyze the data based on expected outcomes.</p> <p>The focus of the PLC will be four key questions: What are our students learning? How are we going to know that they are learning? What are we going to do when we know they have successfully learned it (extension opportunities)? What are we going to do when they have not</p>	<p>PLC - Teachers at Enterprise Elementary School were organized into grade level Professional Learning Communities and given time once a month for 4th through 6th grade and every other month for K-3rd grade to analyze data throughout the educational landscape.</p> <p>Our teachers did not get to the formative assessments during this school year. They focused on how to function as a PLC and analyze data to impact instruction.</p> <p>The focus of the PLC is four key questions: What are our students learning? How are we going to know that they are learning? What are we going to do when we know they have successfully learned it (extension opportunities)? What are we going to do when they have not learned it (remediation/reteaching)?</p>	<p>Data training/PLC In Service; Materials and Supplies Title I 28000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
learned it (remediation/reteaching)?			
<p>Creation of Common Formative Assessments -</p> <p>Inside Grade Level PLCs one of the first tasks will be to create grade level common formative assessments that will be used to later analyze student growth.</p>	<p>Our teachers did not get to the formative assessments during this school year. They focused on how to function as a PLC and analyze data to impact instruction.</p>	Data training/PLC In Service	
<p>Provision of student access to instructional materials conducive for learning to support success on PLC created CFAs.</p> <p>In order to maintain effective grade level cohesion and time common instructional materials will be made available to teachers in order to teach to students strengths.</p> <p>Acquisition, and implementation of instructional materials, and other instructional necessities such as but not limited to...</p> <ul style="list-style-type: none"> * Whiteboards, both affixed and free standing * Writing utensils - pencils of varying sizes depending on grade levels, Pens of a variety of colors depending on necessities; Markers; Dry Erase Markers * Paper clips; Staples & Staplers; * Construction Paper * Writing Paper * Printing paper 	<p>Students were provided access to instructional materials conducive to learning, however, they were missing formalized CFAs.</p> <p>In order to maintain effective grade level cohesion and time common instructional materials will be made available to teachers in order to teach to students strengths.</p> <p>Acquisition, and implementation of instructional materials occurred to support the PLC direction.</p>	Materials and supplies Lottery: Instructional Materials 6000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Access to Technology</p> <p>As technology is a significant tool in allowing teachers to effectively impact the learning of students in the 21st century.</p> <p>Students will have access to technology via a thin client computer lab, equipped with printer capabilities.</p> <p>Teachers will utilize technology in the form of teacher iPads, Apple TVs, and Just Stands to create an interactive learning environment for students, as well as Aquos Interactive Televisions.</p> <p>All teachers will have access to Aquos Interactive Televisions in order to create an interactive learning environment, training will be provided by our Teacher Technology Leader.</p> <p>Technology will be made available to teachers to support high quality instruction and learning. Students will have access to technology in order to enhance academic achievement. EL students will be provided computer based programs to ensure success in language development.</p> <p>Teachers will utilize Imagine Learning and Imagine Math to analyze data.</p>	<p>Student Access to Technology</p> <p>Students had access to technology via a thin client computer lab, equipped with printer capabilities for grades TK-3.</p> <p>Teachers utilized technology in the form of teacher iPads, Apple TVs, and Just Stands to create an interactive learning environment for students, as well as Aquos Interactive Televisions.</p> <p>All teachers had access to Aquos Interactive Televisions in order to create an interactive learning environment, training was provided by our Teacher Technology Leader, however, it was inconsistent.</p> <p>Technology was made available to teachers to support high quality instruction and learning. Students had access to technology in order to enhance academic achievement. EL students were provided computer based programs for language development.</p> <p>Teachers utilized Imagine Learning and Imagine Math to analyze data.</p> <p>Teachers utilized laptop carts to prepare for assessments in grade 3.</p>	<p>Technology to support instruction Lottery: Instructional Materials 7000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will utilize laptop carts to prepare for assessments.</p> <p>Students will have access to Accelerated Reader to increase literacy development and reading comprehension.</p>	<p>Students had access to Accelerated Reader to increase literacy development and reading comprehension.</p>		
<p>Teachers will participate in both vertical and horizontal articulation in order to focus on grade level expectations and support of both grade levels below and above. This will provide for a focus on understanding of Common Core State Standards; providing for and extending objectives and learning targets; Curriculum Mapping & Pacing; providing for common assessments (both formative and summative).</p>	<p>Teachers participated in both vertical and horizontal articulation in order to focus on grade level expectations and support of both grade levels below and above. This provided for a focus on understanding of Common Core State Standards; providing for and extending objectives and learning targets; Curriculum Mapping & Pacing; We did not achieve creating common assessments (both formative and summative).</p>		
<p>Teachers will participate in professional learning walks to enhance understanding of the needs of Enterprise students, and to disseminate best practices in teaching.</p>	<p>Teachers participated in professional learning walks to enhance understanding of the needs of Enterprise students, and to disseminate best practices in teaching.</p>	<p>Substitutes to foster teacher presence in classrooms during peak hours of instruction Lottery: Instructional Materials 10000</p>	
<p>Teachers will enhance the use of Thinking Maps throughout the curriculum, Write from the Beginning, Whole Brain Teaching to increase critical thinking skills by providing students with strategies to organize their thinking.</p>	<p>Teachers enhanced the use of Thinking Maps throughout the curriculum, Write from the Beginning, Whole Brain Teaching to increase critical thinking skills by providing students with strategies to organize their thinking.</p>		
<p>Teachers and students will utilize the Advancement Via Individual Determination</p>	<p>Teachers and students utilized the Advancement Via Individual Determination (AVID)</p>	<p>Title I 15000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(AVID) program to enhance critical thinking skills, as well as to promote a college going culture among the students of Enterprise Elementary School.	program to enhance critical thinking skills, as well as to promote a college going culture among the students of Enterprise Elementary School.		
Members of the Enterprise Elementary staff will design and implement a reading intervention/remediation to assist students who may require additional supports to meet grade level standards of proficiency. In this, Enterprise will utilize the Accelerated Reader program, accountable independent reading, as well as reading incentives, and the Million Word Reading incentive.	Members of the Enterprise Elementary staff designed and implemented a reading intervention/remediation to assist students who required additional supports to meet grade level standards of proficiency. In this, Enterprise utilized the Accelerated Reader program, reading incentives, and the Million Word Reading program.	Substitutes to facilitate planning time. Lottery: Instructional Materials 1400	
Students will be recognized for academic achievements: * SBAC Celebration * Academic Successes * Attendance * As deemed necessary	Students were recognized for academic achievements: * Academic Successes * Attendance * Behavioral	Creation of Certificates Copies Unrestricted 100.00	
Research based interventions/curriculum will be used to intervene on students whom are not performing adequately on literacy or math fluency.	Research based interventions/curriculum were used to intervene on students whom are not performing adequately on literacy or math fluency, which included small group instruction and Imagine Math.	Materials and supplies Lottery: Instructional Materials 4000	
Students at Enterprise Elementary School will be given access to a computer program to increase access to core curriculum. These may include: Brain Pop, Accelerated Reader, Imagine Math, ESGI, and Reflex Math.	Students at Enterprise Elementary School were given access to computer programs to increase access to core curriculum. These included: Brain Pop, Accelerated Reader, Imagine Math, ESGI, and Reflex Math.	Materials and Supplies Title I 2400	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provision of supplies for parent programs with a focus of promoting or showcasing student achievement in the areas of Language Arts, Math, Science or Social Studies, and all other aspects of the educational program.	Provision of supplies were provided for parent programs with a focus of promoting or showcasing student achievement in the areas of Language Arts, Math, Science or Social Studies, and all other aspects of the educational program.	LCFF 1000	

Analysis

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

The implementation of LCAP Goal 1 went as planned overall. Activities were carried out as described in the plan, with the exception of the creation of common formative assessments within our PLC teams.

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

We saw a marked increase in our fourth grade scores on the CAASPP directly related to the collaboration that our teachers worked through this year.

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

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:
 Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities
 Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room
 Goal 3-Learning environment: PBIS; Culture and Climate team
 Goal 4- Basic Services: Technology support; Campus Support

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Enterprise Elementary School will continue the implementation process for the Advancement Via Individual Determination program throughout grades 3 - 6 with a focus on building a college going culture, and infusing WICOR into the core academic program. All classrooms with trained teachers in the AVID program will have evidence of WICOR throughout their lesson plans, and on work product. All teachers at Enterprise Elementary School will have a designated college area inside their classroom dedicated to college material.

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
<p>Initial training for Enterprise Teachers in the AVID program and methodologies.</p> <p>AVID Summer Institute is the formal training for teachers in the AVID program that allows for teachers to access the full extent of the AVID curriculum. During this time, participants are provided time to plan out the school year and implementation of the AVID program.</p>	<p>Enterprise Teachers were trained in the AVID program and methodologies.</p> <p>Five teachers were sent to AVID Summer Institute, which is the formal training for teachers in the AVID program that allows for teachers to access the full extent of the AVID curriculum. During this time, participants were provided time to plan out the school year and implementation of the AVID program.</p>	District attributed cost	
<p>Site Team Meetings</p> <p>AVID site team will meet on a monthly basis to go over implementation of the AVID program, provide for steering of the AVID program, analyze data pertaining to the AVID program, and to devise guidelines and outlines for success of the program at Enterprise Elementary School.</p>	<p>Site Team Meetings</p> <p>AVID site team met on a monthly basis to go over implementation of the AVID program, provided for steering of the AVID program, analyzed data pertaining to the AVID program, and devised guidelines and outlines for success of the program.</p> <p>AVID team will identified needs with regards to</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID team will identify needs with regards to training for the AVID program.	training for the AVID program.		
<p>School Site In-Service Trainings</p> <p>Trainings will be provided by AVID Site team in order to assist and hold accountable for the dissemination of the AVID program throughout Enterprise Elementary School.</p>	<p>School Site In-Service Trainings</p> <p>Trainings were provided by AVID Site team in order to assist and hold accountable for the dissemination of the AVID program.</p>		
<p>Administrative Walk-throughs</p> <p>Conducted by administration to monitor the implementation of the AVID program throughout Enterprise Elementary School.</p>	<p>Administrative Walk-throughs</p> <p>Conducted by administration to monitor the implementation of the AVID program throughout Enterprise Elementary School.</p>		
AVID Site Team data collection - gather data for further training - for ISS and CSS	AVID Site Team data collection - we gathered data for further training - for ISS and CSS	AVID Leadership to collect data Title I 300	
Professional Learning Walks for teachers to effectively observe successful classroom implementation of the Enterprise AVID program.	Professional Learning Walks for teachers to effectively observe successful classroom implementation of the Enterprise AVID program. Teachers observed one another to learn about implementation of AVID.	AVID Site Team Title I 2,000.00	
Training based upon needs of the staff as identified through administrative walk-throughs, teacher walkthroughs, and AVID Site Team determination.	Training based upon needs of the staff as identified through administrative walk-throughs, teacher walkthroughs, and AVID Site Team determination. This included critical thinking and leveled questioning.	Materials for training Title I 1,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>AVID informational sessions for parents</p> <p>To be held on two separate occasions throughout the school year.</p>	<p>AVID informational sessions for parents</p> <p>We held on two separate occasions throughout the school year.</p>	<p>Cost attributed on separate item.</p>	

Analysis

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

Goal two implementation happened as planned.

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

There was minimal impact to the performance of our students based upon implementation of AVID.

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

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities

Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room

Goal 3-Learning environment: PBIS; Culture and Climate team

Goal 4- Basic Services: Technology support; Campus Support

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Enterprise Elementary School will continue the implementation process for the Positive Behavior Intervention Supports (PBIS) program. All teachers will incorporate the value based system (LEAD - Learn, Engage, Achieve, Determine), the rules matrix, as well as a maintenance of voice levels throughout the schools. The PBIS site team will also make data driven decisions in order to best serve the needs of students pertaining to behavior.

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
Initial training for Enterprise Teachers in the PBIS and methodologies.	Initial training occurred for Enterprise Teachers in the PBIS and methodologies.	Unrestricted 5000	
Initial PBIS training on the part of PBIS tier 2 team. During this time, participants are provided time to plan out the implementation of PBIS for the school year.	Initial PBIS training on the part of PBIS tier 2 team. During this time, participants were provided time to plan out the implementation of PBIS for the school year.		
<p>PBIS site Team Meetings</p> <p>PBIS site team will meet on a monthly basis to go over implementation of the PBIS program, provide for steering of the PBIS program, analyze data pertaining to the PBIS program, and to devise guidelines and outlines for success of the program at Enterprise Elementary School.</p>	<p>PBIS site Team Meetings</p> <p>PBIS site team met on a monthly basis to go over implementation of the PBIS program, provide for steering of the PBIS program, analyze data pertaining to the PBIS program, and to devise guidelines and outlines for success of the program at Enterprise Elementary School.</p>		
Creation and revision of the Site Team Matrix.	Creation and revision of the Site Team Matrix.		
Site team will complete the Team Implementation Checklist.	Site team completed the Team Implementation Checklist.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PBIS team will identify needs with regards to training for the PBIS program.</p>	<p>PBIS team identified needs with regards to training for the PBIS program.</p>		
<p>School Site In-Service Trainings</p> <p>Trainings will be provided by PBIS Site team in order to assist and hold accountable for the dissemination of the PBIS program throughout Enterprise Elementary School.</p> <p>The site team in-services will focus on training of the matrix, use of LEAD bucks throughout the school.</p>	<p>School Site In-Service Trainings</p> <p>Trainings were provided by PBIS Site team in order to assist and hold accountable for the dissemination of the PBIS program throughout Enterprise Elementary School.</p> <p>The site team in-services focused on training of the matrix and the use of LEAD bucks throughout the school.</p>		
<p>Maintenance of the Student Store and Incentives Menu</p> <p>The PBIS Site Team will effectively plan for the use of funds to bring about a student store for students to utilize LEAD bucks to purchase school based items on a weekly basis.</p> <p>The "Explorer Store" will be open weekly on Fridays for students to utilize LEAD bucks to purchase school items of need.</p>	<p>Maintenance of the Student Store and Incentives Menu</p> <p>The PBIS Site Team effectively planned for the use of funds to bring about a student store for students to utilize LEAD bucks to purchase school based items on a weekly basis.</p> <p>The "Explorer Store" was open bi-weekly on Fridays for students to utilize LEAD bucks to purchase school items of need.</p>	<p>Unrestricted 5298</p>	
<p>PBIS Site Team data collection - gather data for further training in the PBIS program.</p>	<p>PBIS Site Team data collection - gather data for further training in the PBIS program. SWIS data was input and collected.</p>		
<p>Professional Learning Walks for teachers to effectively observe</p>	<p>Professional Learning Walks for teachers to effectively observe</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
successful classroom implementation of the Enterprise PBIS program.	successful classroom implementation of the Enterprise PBIS program were held during data dig time.		
Field trips to support PBIS implementation at the site.	Field trips were not held to support PBIS implementation at the site.	Unrestricted 1000	
Training based upon needs of the staff as identified through administrative walk-throughs, teacher walkthroughs, and PBIS Site Team determination.	Training based upon needs of the staff as identified through administrative walk-throughs, teacher walkthroughs, and PBIS Site Team determination.	Title I 5000	
PBIS informational sessions for parents To be held on two separate occasions throughout the school year in order to promote the use of PBIS at home.	PBIS informational sessions for parents The meetings were held on two separate occasions throughout the school year in order to promote the use of PBIS at home.	Cost for refreshments is attributed under a separate line item.	

Analysis

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

This goal was implemented mostly according to plan with the exception of no field trips held for PBIS reinforcement and the Student store was open bi weekly instead of weekly.

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

Student suspensions decreased.

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

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities
Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room
Goal 3-Learning environment: PBIS; Culture and Climate team
Goal 4- Basic Services: Technology support; Campus Support

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Enterprise Elementary School will incorporate Professional Learning Communities in order to monitor the core academic programs, as well as AVID and PBIS program throughout the school. PLCs will create two common formative assessments per quarter in both math and language arts, and one summative assessment at the end of the year. Data will be analyzed inside PLCs.

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
<p>Formulation of expectations pertaining to PLCs.</p> <p>Staff leadership team, and administration will meet to discuss and define the site goals and expectations for PLCs. Early implementation will be based on site climate as based on surveys to assess readiness, and will continue on through observation of administration.</p>	<p>Formulation of expectations pertaining to PLCs.</p> <p>Staff leadership team, and administration met to discuss and define the site goals and expectations for PLCs. Early implementation was based on site climate as based on surveys to assess readiness, and will continue on through observation of administration.</p>		
<p>Basic training regarding implementation of PLCs</p> <p>During early staff meetings staff will be trained in early expectations pertaining to grade level meetings, now to be PLCs. Focus will be the four PLC questions: What are we going to teach? How are we going to teach it? What are we going to do when students get it? What are we going to do when students don't get it?</p>	<p>Basic training regarding implementation of PLCs</p> <p>During early staff meetings, the staff was trained in early expectations pertaining to grade level meetings, now to be PLCs. Focus was the four PLC questions: What are we going to teach? How are we going to teach it? What are we going to do when students get it? What are we going to do when students don't get it?</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Creation of guiding forms to be completed by teachers at the completion of each PLC. Monitored by administration.	Administration were active members of the PLCs, helping to develop the agendas and goals for each team.		
<p>PLCs implemented during each staff meeting.</p> <p>Teachers will complete site relevant forms for PLCs on a weekly basis.</p>	<p>PLCs implemented during each staff meeting.</p> <p>Teachers completed site relevant forms for PLCs on a weekly basis.</p>	Materials and Supplies Lottery: Instructional Materials 1,400.00	
<p>Data training - during staff meeting time.</p> <p>Training in School City as primary source of quantitative data, as well as the primary vehicle towards the creation and completion of formative and summative assessments.</p> <p>Training regarding the use of rubrics pertaining to project and problem based learning projects that incorporate learning targets set aside by district curriculum committee.</p> <p>Training to support RTI/MTSS in both academic and social training.</p>	<p>Data training - during staff meeting time.</p> <p>Training in School City as primary source of quantitative data, as well as the primary vehicle towards the creation and completion of formative and summative assessments. This training was very minimal, only training a handful of teachers when first rolled out.</p> <p>Training regarding the use of rubrics pertaining to project and problem based learning projects that incorporate learning targets set aside by district curriculum committee.</p> <p>Training to support RTI/MTSS in both academic and social training was started. However, we need more support in this area.</p>		
<p>Quarterly monitoring via staff surveys.</p> <p>Use of Survey Monkey to complete individual staff surveys of implementation</p>	<p>We did not survey utilizing Survey Monkey. Administration were present during PLCs to determine implementation and effectiveness.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and grade level use of PLCs, along with effectiveness.			
Analysis of data from use of each formative assessment. Analysis of and hand off of summative assessment and results per standard.	Analysis of data from use of each formative assessment did not occur. Analysis of and hand off of summative assessment and results per standard occurred with the analysis of STAR reading data.		
<p>Observational monitoring by administration.</p> <p>Observational forms will be created by administration in tandem with Site Leadership Team, and presented to staff for input, and then implemented throughout the implementation of PLCs on a monthly basis.</p>	<p>Observational monitoring by administration.</p> <p>Observational forms were created by administration in tandem with Site Leadership Team, and presented to staff for input, and then implemented throughout the implementation of PLCs on a monthly basis.</p>		
<p>Creation of two formative assessments per quarter and one summative assessment per semester for the remainder of the 2017-18 school year.</p> <p>Creation of and revision of formative and summative assessments from fall and winter of previous year.</p>	This was not met.		
Extended Learning Opportunities after school. Students will be provided additional time on Imagine Math and Learning to support their educational program.	Extended Learning Opportunities after school. Students were provided additional time on Imagine Math and Learning to support their educational program.	Title I 5000	

Analysis

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

Goal 4 was implemented as planned with the exception of the creation of common formative assessments, training in School City, and quarterly Survey monkey rubrics to determine effectiveness of the PLCs.

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.

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities

Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room

Goal 3-Learning environment: PBIS; Culture and Climate team

Goal 4- Basic Services: Technology support; Campus Support

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

There will be increased parent involvement with Enterprise Elementary School. We will increase parent involvement through school sponsored functions, including family nights, Family Literacy Night, parenting classes, School Site Council meetings, English Language Advisory Committee, Explorer Talks, Evening events, Student of the Month and Semester assemblies. Our Parent Association will participate in various fundraisers and school functions.

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
<p>Spirit Assemblies to recognize achievements (good deeds, behavior, helpfulness)</p> <p>To be held to encourage the core behavior, and outcomes recognized by Enterprise Elementary School as determined by staff and parents.</p>	<p>Spirit Assemblies to recognize achievements (good deeds, behavior, helpfulness)</p> <p>To be held to encourage the core behavior, and outcomes recognized by Enterprise Elementary School as determined by staff and parents. We had LEAD buck activities during lunches and had Kaiser come to present how to handle our emotions to our 3-6 grades.</p>	<p>* Line item accounted for elsewhere in plan.</p>	
<p>Student of the Month and Semester awards assemblies.</p>	<p>Student of the Month and Semester awards assemblies were held, utilizing awards and pizza parties to honor students.</p>	<p>LCFF 1000</p>	
<p>Literacy Night</p>	<p>Literacy Night was held.</p>	<p>Materials and Supplies Title I 250.00</p>	
<p>Family Night</p>	<p>Family Night was held.</p>	<p>Materials and Supplies Title I 250.00</p>	
<p>School Site Council Meetings - held monthly (Invitations, flyers, notices, refreshments, etc.).</p>	<p>School Site Council Meetings - held monthly (Invitations, flyers, notices, refreshments, etc.).</p>	<p>Refreshments Title I 1000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase materials and supplies for Title I, ELAC, etc. (Invitations, flyers, notices, refreshments, etc.)	Purchase materials and supplies for Title I, ELAC, etc. (Invitations, flyers, notices, refreshments, etc.)	Title I 200.00	

Analysis

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

This goal was implemented as planned.

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.

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

- Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities
- Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room
- Goal 3-Learning environment: PBIS; Culture and Climate team
- Goal 4- Basic Services: Technology support; Campus Support

Goal 6

In order to effect a positive school environment, Enterprise Elementary will offer both in-school and services, as well as effectively identify resources for students whom are need of services off campus, offering such services to students who show a need through either discussion with faculty directly or indirectly through parents, as well as through disciplinary data.

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
Support of Elementary School Counselor	Support of Elementary School Counselor was provided and identification of the job roles was clarified.		
Acquisition and utilization of outside supports in terms of mental health.	Acquisition and utilization of outside supports in terms of mental health was available in the format of Masada homes. The wait list is extensive, being 6-8 weeks before services are provided.		
Creation of schoolwide norms in order to create a predictable environment for students.	Schoolwide norms in order to create a predictable environment for students were updated.		
Various character building activities * Character trait assemblies * Other assemblies	Various character building activities * Other assemblies including Kaiser Permanente.	Title I 2000.00	
Acquisition of alternative seating for students who struggle with a typical learning environment.	Acquisition of alternative seating for students who struggle with a typical learning environment was purchased to multiple classrooms.	LCFF 2000	

Analysis

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

This goal was implemented as planned with the exception of character trait assemblies.

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.

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities

Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room

Goal 3-Learning environment: PBIS; Culture and Climate team

Goal 4- Basic Services: Technology support; Campus Support

Goal 7

Increase English Learner language acquisition through targeted English language development programs. The teaching staff will utilize 30 minutes or more of ELD time for all CELDT tested second language learners with the district adopted curriculum. The assistant principal will work with the ELD programs, including monitoring ELD instructional time, extended learning opportunities, tutoring, identification process and EL students' access to core curriculum.

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
<p>English Language Development All teachers and staff (teaching teams, departments) will participate in horizontal and vertical articulation focusing on: * Curriculum Mapping (using Common Core State Standards) * Course Instructional Alignment (by unit, by week) * Common Core State Standards Consultant Training and Coaching * Common Formative Assessment Models, followed by assessment analysis * AVID training and coaching in ELA Modified for ELs in ELD (reading, reading comprehension, inquiry, marked text,etc.)</p>	<p>English Language Development All teachers and staff (teaching teams, departments) participated in horizontal and vertical articulation focusing on: * Curriculum Mapping (using Common Core State Standards) * Course Instructional Alignment (by unit, by week) * Common Core State Standards Consultant Training and Coaching * Common Formative Assessment Models, followed by assessment analysis (this was not met) * AVID training and coaching in ELA Modified for ELs in ELD (reading, reading comprehension, inquiry, marked text,etc.) (this was not met)</p>		
<p>Students will participate in a daily intervention program during school with a certificated teacher.</p>	<p>Students participated in a daily intervention program during school with a certificated teacher.</p>		
<p>Purchase supplemental materials to support core curriculum.</p>	<p>Purchase supplemental materials to support core curriculum. This involved scaffolding books for teachers to glean information from.</p>	<p>LCFF 2000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The assistant principal will monitor the English Language Learner programs at the school for achievement and compliance issues.	The assistant principal monitored the English Language Learner programs at the school for achievement and compliance issues.		
Teacher Professional Development pertaining to English Language Development.	Teacher Professional Development pertaining to English Language Development minimally occurred.		
Technology to provide access to all EL students across content areas (iPads, laptops, web-based programs, computer and computer programs)	Technology to provide access to all EL students across content areas (iPads, laptops, web-based programs, computer and computer programs) was provided.		
Personnel to facilitate EL use of technology	Personnel to facilitate EL use of technology was provided with current staff.		
Teacher release time for PLCs and PLWs	Teacher release time for PLCs and PLWs	Incorporated under previous line item.	

Analysis

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

Goal 7 was implemented with the exception of training our staff in ELD specific trainings.

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.

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities

Goal 2-Parental Involvement: Parent Teacher Association; Parent events including: BTSN, ELAC, SSC, Dances; Parent Communication; Parent Resource room

Goal 3-Learning environment: PBIS; Culture and Climate team
Goal 4- Basic Services: Technology support; Campus Support

Goal 8

Enterprise Elementary will actively put in place multiple measures in which to attract and contract high quality teachers through the use of innovative teaching philosophies, access to cutting edge technological innovations, and strong sense of support at the site administrative level.

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
Enterprise will provide resources in order to maintain WIFI for active teaching at Enterprise Elementary.	Enterprise provided resources in order to maintain WIFI for active teaching at Enterprise Elementary.	Technology Lottery: Instructional Materials 2,000	
Teachers will be provided with technology and ongoing training inside staff developments in order to implement technology consistently throughout the academic program.	Teachers were provided with technology and ongoing training inside staff developments in order to implement technology consistently throughout the academic program.	Technology LCFF 3000	
Administration will maintain a daily presence within all classrooms in order to maintain a support for the district curriculum.	Administration maintained a daily presence within all classrooms in order to maintain a support for the district curriculum.		
Provide for collaborative team efforts on major endeavors such as: AVID Leadership PBIS PLCs	Provided for collaborative team efforts on major endeavors such as: AVID Leadership PBIS PLCs	Title I 500.00	
Provide for professional development close to the classroom and time to implement and understand professional development pertaining to the Enterprise student population.	Provide for professional development close to the classroom and time to implement and understand professional development pertaining to the Enterprise student population.	Title I 500.00	

Analysis

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

This goal was implemented as planned.

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.

TBD

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

We realigned our SPSA to better reflect the LCAP from the district. The eight goals were condensed into the following format:

Goal 1-academics: PLC and PLC training; PLC instructional materials; ILT; Teacher Coaching; AVID; Extended Learning Opportunities

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Goal 3-Learning environment: PBIS; Culture and Climate team

Goal 4- Basic Services: Technology support; Campus Support

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	126,275	0.00
LCFF	60,265	9,265.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	51,000.00
Title I	126,275.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,500.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	69,775.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	500.00
4000-4999: Books And Supplies	LCFF	45,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	78,000.00
2000-2999: Classified Personnel Salaries	Title I	12,000.00
4000-4999: Books And Supplies	Title I	24,275.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000.00

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
Mary Kruppe	Principal
Antonio Villalobos	Classroom Teacher
Gretchen Shimer	Classroom Teacher
Preston Clark	Parent or Community Member
Dayna Hailey	Parent or Community Member
Yadira Morris	Other School Staff
Jameelah Obaid Schmidt	Parent or Community Member
Shoenaker Guzman	Parent or Community Member
Cassandra Estrada	Parent or Community Member
Mary Montagut	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 10/30/2018.

Attested:



Principal, Mary Kruppe on 10/30/18



SSC Chairperson, Preston Clark on 10/30/18

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

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