

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|---|
| School Name | Eastside Academy |
| Address | 44958 30th Street East Lancaster, CA 93535 |
| County-District-School (CDS) Code | 19 64477 0122929 |
| Principal | Margo Deal |
| District Name | Eastside Union Elementary School District |
| SPSA Revision Date | November 23, 2018 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | December 5, 2018 |

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 3
- School Profile 3
- Stakeholder Involvement 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 6
 - ELPAC Results 10
 - Equity Report 12
 - Detailed Report 17
- Goals, Strategies, & Proposed Expenditures..... 20
 - Goal 1..... 20
 - Goal 2..... 22
 - Goal 3..... 25
 - Goal 4..... 27
- Budget Summary and Consolidation 29
 - Budget Summary 29
 - Allocations by Funding Source..... 29
 - Expenditures by Funding Source 30
 - Expenditures by Budget Reference 31
 - Expenditures by Budget Reference and Funding Source 32
- School Site Council Membership 33
- Recommendations and Assurances 34
- Addendum..... 35
 - Instructions: Linked Table of Contents..... 35
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 38
 - Appendix B: Select State and Federal Programs..... 40

School Vision and Mission

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

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

The mission of Eastside Academy is

"To empower all students to apply their acquired skills and knowledge to establish effective relationships that promote collaboration which leads to productive lives and to become contributing members of a community."

The vision of Eastside Academy is

"Purpose is for all students to master grade-level content and behavioral standards; develop skills, knowledge and attitudes to create positive, productive relationships; establish social emotional stability and be able to succeed ethically in the community.

School Profile

Eastside Academy (EA) is located at 44938 30th Street East, in Lancaster, California. The school was first opened in 2004 as the district's Community Day School. It remained open for three years and closed in 2007. The current Community Day School opened in 2010, and has remained open since. We educate general education and special education students in transitional kindergarten through grade eight.

Eastside Academy is dedicated to provide high quality, standards based rigorous first instruction in Language Arts, Mathematics, Social Studies, Science, Physical Education all while supporting the social emotional status of the students.

Our teachers participate in the professional learning offered by the district to support student success.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff at Eastside Academy participated in the review of student achievement data and worked collaboratively to align school goals with the district LCAP. The actions in this plan are developed to meet our students' needs.

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 | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| African American | 75.0% | 66.7% | 62.50% | 3 | 2 | 5 |
| Asian | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| Filipino | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| Hispanic/Latino | 0.0% | 33.3% | 37.50% | 0 | 1 | 3 |
| Pacific Islander | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| White | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| Multiple/No Response | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| Total Enrollment | | | | 4 | 3 | 8 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|---------|---------|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Kindergarten | | | 0 |
| Grade 1 | | | 0 |
| Grade 2 | | | 0 |
| Grade3 | | | 0 |
| Grade 4 | | | 1 |
| Grade 5 | | | 0 |
| Grade 6 | | | 4 |
| Grade 7 | | 2 | 1 |
| Grade 8 | | 1 | 2 |
| Grade 9 | | | 0 |
| Grade 10 | | | 0 |
| Grade 11 | | | 0 |
| Grade 12 | | | 0 |
| Total Enrollment | | 3 | 8 |

Conclusions based on this data:

1. African American enrollment is much higher at the academy then it is in the overall district population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|--|--------------------|---------|---------|---------------------|---------|---------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English Learners | | 1 | | 0.0% | 33.3% | 0 |
| Fluent English Proficient | | 0 | | 0.0% | 0.0% | 0 |
| Reclassified Fluent English Proficient | | | | 0.0% | 0.0% | 0 |

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with 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 | 1 | | * | 1 | | * | 1 | | * | 100 | | |
| Grade 4 | 2 | | * | 2 | | * | 2 | | * | 100 | | |
| Grade 5 | | * | * | | * | * | | * | * | | | |
| Grade 6 | 1 | * | * | 1 | * | * | 1 | * | * | 100 | | |
| Grade 7 | 1 | * | * | 1 | * | * | 0 | * | * | 100 | | |
| Grade 8 | 3 | * | * | 2 | * | * | 1 | * | * | 66.7 | | |
| All Grades | 8 | * | 15 | 7 | * | 14 | 5 | * | 14 | 87.5 | | 93.3 |

| 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 | * | | * | * | | * | * | | * | * | | * | * | | * |
| Grade 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | N/A | N/A | N/A | * | * | 0.00 | * | * | 0.00 | * | * | 14.29 | * | * | 85.71 |

| 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 | * | | * | * | | * | * | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 35.71 | * | * | 64.29 |

| 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 | * | | * | * | | * | * | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 7.69 | * | * | 92.31 |

| 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 | * | | * | * | | * | * | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 35.71 | * | * | 64.29 |

| 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 | * | | * | * | | * | * | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 35.71 | * | * | 64.29 |

Conclusions based on this data:

1. Overall, 14.29% of our students were at or near standard for English Language Arts.
2. The writing sub-domain of ELA is the lowest with 7.69% at or near standard.
3. For the reading, listening, and research/inquiry sub-domains 35.71% of students were at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with 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 | | | * | | | * | | | * | | | |
| Grade 4 | 2 | | * | 2 | | * | 2 | | * | 100 | | |
| Grade 5 | | * | * | | * | * | | * | * | | | |
| Grade 6 | 1 | * | * | 1 | * | * | 1 | * | * | 100 | | |
| Grade 7 | 1 | * | * | 1 | * | * | 0 | * | * | 100 | | |
| Grade 8 | 3 | * | * | 1 | * | * | 1 | * | * | 33.3 | | |
| All Grades | 7 | * | 15 | 5 | * | 14 | 4 | * | 14 | 71.4 | | 93.3 |

| 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 | | | * | | | * | | | * | | | * | | | * |
| Grade 4 | * | | * | * | | * | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | N/A | N/A | N/A | * | * | 0.00 | * | * | 0.00 | * | * | 21.43 | * | * | 78.57 |

| 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 | | | * | | | * | | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 7.14 | * | * | 92.86 |

| 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 | | | * | | | * | | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 21.43 | * | * | 78.57 |

| 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 | | | * | | | * | | | * |
| Grade 4 | * | | * | * | | * | * | | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | 0.00 | * | * | 0.00 | * | * | 100.0 |

Conclusions based on this data:

1. Overall, 21.43% of our students were at or near standard for Mathematics.
2. The communicating Reasoning sub-domain of math is the lowest with 100% of students below standard.
3. For the Concepts and Procedures sub-domain 7.14% of students were at or near standard, for the Problem Solving & Modeling/Data Analysis sub-domain 21.43% of students were at or near standard.

School and Student Performance Data

ELPAC Results

| 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 4 | * | * | * | * |
| All Grades | | | | * |

| 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 4 | | | | | * | * | | | * |
| All Grades | | | | | * | * | | | * |

| 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 4 | | | * | * | | | | | * |
| All Grades | | | * | * | | | | | * |

| 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 4 | | | | | | | * | * | * |
| All Grades | | | | | | | * | * | * |

| 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 4 | | | * | * | | | * |
| All Grades | | | * | * | | | * |

| 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 4 | | | * | * | | | * |
| All Grades | | | * | * | | | * |

| 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 4 | | | | | * | * | * |
| All Grades | | | | | * | * | * |

| 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 4 | | | * | * | | | * |
| All Grades | | | * | * | | | * |

Conclusions based on this data:

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

School and Student Performance Data

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. No aggregate data is available.

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. No aggregate data is available.

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. No aggregate data is available.

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. No aggregate data available.

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. No aggregate data available.

School and Student Performance Data

Detailed Report Academic Performance

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

English Learners

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

| College/Career Indicator | | | |
|--------------------------|----------|----------------------|--------------|
| Student Group | Prepared | Approaching Prepared | Not Prepared |

Class of 2016

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

| Academic Indicators (Grades 3-8) | | |
|----------------------------------|------|------|
| Indicator | 2016 | 2017 |

English Language Arts

Mathematics

| Assessment Performance Results for Grade 11 | | |
|---|------|------|
| Indicator | 2016 | 2017 |

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. No aggregate data available.

School and Student Performance Data

Detailed Report School Conditions and Climate

| Suspension | | |
|------------|------|------|
| Indicator | 2016 | 2017 |
| Suspension | () | () |

Conclusions based on this data:

1. No aggregate data is available.

School and Student Performance Data

Detailed Report Academic Engagement

| Graduation | | | |
|------------|------|------|------|
| Indicator | 2015 | 2016 | 2017 |

Graduation

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Eastside Academy will increase student achievement in English Language Arts (ELA) and Mathematics.

LCAP Goal

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

Basis for this Goal

Overall, 14.29% of our students were at or near standard for English Language Arts. The writing sub-domain of ELA is the lowest with 7.69% at or near standard. For the reading, listening, and research/inquiry sub-domains 35.71% of students were at or near standard.

Overall, 21.43% of our students were at or near standard for Mathematics. The communicating Reasoning sub-domain of math is the lowest with 100% of students below standard. For the Concepts and Procedures sub-domain 7.14% of students were at or near standard, for the Problem Solving & Modeling/Data Analysis sub-domain 21.43% of students were at or near standard.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|----------------------------------|---|---|
| CAASPP ELA CAASPP Mathematics | ELA 14.29% at or near standard MATH 21.43% at or near standard | ELA 50% at or near standard MATH 50% at or near standard |

Planned Strategies/Activities

Strategy/Activity 1

Strategy 1, Activity 1: Instruction and Assessment
Teachers will develop standards based instruction for all students so that students can master grade level content standards; are able to read complex text across all content areas; have rich and rigorous. To monitor progress all students will participate in STAR Early Literacy or STAR 360 Reading assessments. Teachers and principal will analyze results of beginning of year, mid-year, and end of year assessments as a means of making necessary adjustments to the instructional program.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Teachers and principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 600 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Six hours of extra duty time for data analysis and curriculum planning. |

Strategy/Activity 2

Strategy 2 - Activity 2: Instructional Leadership
Principal will provide, regular, targeted feedback to teachers and instructional aides based on classroom visits.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Involvement

Goal Statement

Eastside Academy will promote increased involvement of families.

LCAP Goal

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

Basis for this Goal

Parent involvement is a key factor to student success at school.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|----------|------------------------------------|
| Parent participation in student conferences and individual meetings. | | 100% participation |
| Parent participation in school advisory meetings. | | 50% of all parents attend meetings |

Planned Strategies/Activities

Strategy/Activity 1

Strategy 2 - Activity 1: Parent - teacher conferences
Hold regularly scheduled parent - teacher conferences (fall and spring) and ensure all parents participate by offering flexible meeting schedules. Schedule follow-up meetings with families as appropriate for each student.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Principal and teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Strategy 2 - Activity 2: Advisory Committee

Establish a modified School Site Council ("Eastside Academy Parent Advisory Council") to lead further development on the School Plan for Student Achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

January 2019 - June 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | materials and supplies for advisory council |

Strategy/Activity 3

Strategy 2 - Activity 3: Parent Engagement

Develop parent engagement activities such as Family Breakfast, Family Math Night, Reading Events, or STEAM activities.

Encourage parents to attend district sponsored events, such as, Parent University, Lego Fun Days, etc.

Work closely with district social worker and district parent liaison to develop targeted programs for the families of Eastside Academy.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Principal, teachers, and parents

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |

Description

materials for parent outreach events

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social Emotional Learning

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Social emotional learning is a critical aspect of a positive school climate and all students need support and guidance in developing strategies for managing their emotions.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|----------|---|
| Decrease negative behavioral consequences | | Students will have fewer than 3 behavior consequences annually. |
| Attendance | | Attendance will improve by 25%. |

Planned Strategies/Activities

Strategy/Activity 1

Strategy 3 - Activity 1
Implement the STEP behavior program and increase the use of positive reinforcement strategies.
Implement Move This World program.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal, teachers, and instructional aides

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 250 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials for implementation of STEP program |
| Amount | 250 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | compensation for training on STEP program |
| Amount | 100 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | compensation for training on STEP program |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Williams Compliance

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Strategy 4 - Activity 1: Facilities

Eastside Academy will keep facilities up to date with furniture, classroom furniture, and library supplies in order to promote a positive atmosphere for learning, working and productivity. In order to build and maintain a culture of school pride for both teachers and students as well as a welcoming environment for family, community and stakeholders, we will ensure common areas such as the playground, classrooms, front office, hallways, cafeteria, etc. are well maintained and furnished. Classrooms will promote student productivity in a comfortable and safe environment through the use of flexible seating as appropriate. We will ensure we maintain the sufficiency of instructional materials inspection by continuing to communicate with other schools in the district throughout the school year to ensure all students have access to the text assigned.

Students to be Served by this Strategy/Activity

All Students

Timeline

12/1/18 - 11/30/2019

Person(s) Responsible

Principal and teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1,500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | To purchase classroom furniture, common area furniture, classroom posters, murals, and playground toys. |

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 |
|----------------|----------|----------|
| LCFF | 6,250.00 | 2,550.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|----------|
| LCFF | 3,700.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|----------|
| 1000-1999: Certificated Personnel Salaries | 850.00 |
| 2000-2999: Classified Personnel Salaries | 100.00 |
| 4000-4999: Books And Supplies | 2,750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|----------|
| 1000-1999: Certificated Personnel Salaries | LCFF | 850.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 100.00 |
| 4000-4999: Books And Supplies | LCFF | 2,750.00 |

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:

School Principal

Classroom Teachers

| Name of Members | Role |
|--------------------|--------------------|
| Margo Deal | Principal |
| LaNay Batchelor | Classroom Teacher |
| Shannon Fitzgerald | Classroom Teacher |
| Arlene Potter | Other School Staff |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Margo Deal on

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