School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eastin-Arcola School	20-65243--0129554	May 22, 2019	June 11, 2019

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Mission Statement

At Eastin-Arcola School, we shape students of character to become self-motivated, lifelong learners who are the best they can be in mind, body, and spirit.

School Vision Statement

Our community at Eastin-Arcola will provide a secure, positive, and challenging environment for our students to thrive.

2017-20 Plan Summary

At Eastin-Arcola Elementary School, we shape students of character to become self-motivated, lifelong learners who are the best they can be in mind, body, and spirit. Our community at Eastin-Arcola will provide a secure, positive, and challenging environment for our students to thrive. Our population is comprised of 91.8% Socioeconomically Disadvantaged and 46.9% of English Learners. This population is concerning and we have taken on a school wide study and effort of differentiating our teaching to reach this large amount of Socioeconomically Disadvantaged students. We have also concluded that more teacher-created formative assessments are necessary to guide us and in preparation to the CAASPP assessment and that we need to have our students master essential grade level standards before we move on to the next lesson.

- Six of our leadership team attended a PLC online training course which is continuing to enhance our PLCs from now through the 2021 school year.
- We will enter our third year of PBIS implementation for the 2019-20 school year. The PBIS team sought input from all stakeholders which has enabled input from all.
- Online subscriptions will be purchased to meet the needs of students. The subscriptions are...
- Lexia's Reading Program will continue to target students in grades 2nd-8th. Students that are reading at least one grade level below will be using Lexia.
- Reading A-Z (RAZ) Online Reading program will target students in grades K-3. Students that are reading at least one grade level below will be the focus in using Reading A-Z
- Use of Khan Academy and Prodigy in grades 2-8 based NWEA Math results will be used to address needs of students
- Mosa Mack will be utilized grades 6-8 to meet additional needs of students for Science
- BrainPop and BrainPop Jr will be utilized in grades K-8 to supplement English Language Arts, Math, Science and Social Studies
- Starfall/More Starfall K-5 will be used for students that are reading below grade level as well as meeting the needs of students that require challenging material
- Duolingo online program and Read Naturally will be utilized for newcomer students to enable them to grasp English rapidly.

We work collaboratively on a monthly basis to analyze data, student work and student development socially and emotionally. We use this information to develop implications for instructions and goals for student growth. We also have many children in need of literacy intervention. The work of our

PLSS/RtI teacher and part-time intervention teacher will help in developing lessons and strategies along with assistance for teachers and students via our Curriculum and Instruction coach. We have learned to maximize our human resources on site. During the 2018-19 school year we hired a part-time intervention teacher to help in classrooms to address needs of students. Teachers are constantly supported and trained on Tiers I and II structures and interventions for students in grades 3-8 inside the classroom. Tier III is in collaboration and the direction from the PLSS and Special Ed Teams. We continue to design opportunities for parent involvement through our Wildcat Parent Club and our grade level teachers working arduously to demonstrate and encourage parents through school-wide events, classroom events and conferences.

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

The Schoolwide goals key actions produce expected results will include:

1. Monthly grade level PLC to analyze data and plan instruction and interventions. Teachers will administer ongoing formative assessments (including embedded formative assessments) and analyze data to drive instruction and provide justifications and interventions.

2. Hiring of part-time intervention teacher to help address needs of students in conjunction with classroom teachers and PLSS/Tier Intervention teacher. This person will also help classroom teachers during ELD Deployment time by grade level.

3. Based on the 2017-18 SBAC; 2018-19 Interim Assessment results and SRI data, students continue to struggle, however we are seeing some viable gains in many of our grade levels, and specific student groups. Monies have been budgeted for both ELA and Math Intervention online programs to meet specific areas of deficiencies in our students. These programs have been listed above, and will be addressed in the goals below.

These key actions will include strategies to support English Learners in achieving grade level proficiency.

4. Targeted intervention as well as after school tutoring will target our intervention students to tailor to their specific needs.

5. We will continue into Year 3 of PBIS implementation, which along with our current character and incentive programs will help to create a safe, structured, focused learning environment for all students.

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 stakeholders who were involved in analyzing data and developing this goal were:

Wildcat Team (Certificated & Classified as needed): Weekly at Tuesday early release staff meetings

Site Based Leadership Team meetings (monthly)

School Site Council:
- September 9, 2018
- November 7, 2018
- January 30, 2019
- March 20, 2019
- May 22, 2019

English Learner Advisory Committee:
- September 10, 2018
- October 23, 2018
- February 4, 2019
- April 4, 2019
- May 20, 2019

Wildcat Parent Club:
- September 10, 2018
- October 1, 2018
- November 5, 2018
- December 3, 2018
- February 4, 2019
- March 4, 2019
- April 4, 2019
- May 2, 2019

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

These stakeholders have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students narrowing the gap in meeting growth targets, as well as Single Plan for Student Achievement Dashboard targets. As a result, we have adopted school goals, related actions, and expenditures to continue to raise the academic performance of student groups not meeting state standards.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

GREATEST PROGRESS

GOAL: SUCCESS IN ELA GOAL AREA: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
The stakeholders who were involved in analyzing data and developing this goal were: Wildcat Team (Certificated & Classified as needed), School Site Council, Site Based Leadership Team, English Learner Advisory Committee, and Wildcat Parent Club. These stakeholders have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students narrowing the gap in meeting growth targets, as well as Single Plan for Student Achievement Dashboard targets. As a result, we have adopted the following

school goals, related actions, and expenditures to continue to raise the academic performance of student groups not meeting state standards. Improved performance has come about as an increase in services for low-income students, such as the Community Eligibility Program and GoFresh programs that allow all students to receive breakfast and lunch, as well as healthy snacks, at no charge. The number of foster youth is also low, yet identified to better serve those in need. RTi (Response to Intervention) and PLC's (Professional Learning Community) have worked as an ongoing process to collaboratively achieve better results for the students we serve. All of these factors together have helped to improve performance for these students.

GREATEST NEEDS

GOAL: SUCCESS FOR ENGLISH LEARNERS GOAL AREA: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
The stakeholders who were involved in analyzing data and developing this goal were; Staff, School Site Council, Site Based Leadership, English Learner Advisory Committee, and Wildcat Parent Club. Many of these stakeholders have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet growth targets, as well CELDT/ELPAC growth and EL redesignation targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. In reference to the California School Dashboard, the "all student" performance level for English Language Learners is indicated to be a "green" or status is medium, for a total of 69.4% for English Language Learners. To address performance gaps, we will be deploying students according to their ELPAC level. With the additional part time intervention teacher, each grade level will have four teachers to address the needs of one grade level. We will create opportunities for district and site curriculum and instruction coaches to assist with planning days, as well as our educational technology coach to assist with online portions of district-adopted curriculum. We have utilized the strategic use of Illuminate to create CFA's and drive instruction with the focus on priority standards. The use of CAASPP Mathematical Interim Assessments and Practice Tests as both teaching tools and assessments are utilized to drive instruction.

INCREASED OR IMPROVED SERVICES
All stakeholders (School staff, School Site Council, site-based leadership, English Learner Advisory Committee, and Wildcat Parent Club) will annually review student performance data to determine goals for the following school year. Services provided by designated funds that enable underperforming students to meet standards are to include:
1. Providing PLSS, Curriculum and Instruction, and Educational Technology Coaches, as well as SpEd personnel, to support teachers in developing engaging and rigorous literacy and math intervention plans, as well as provide supplemental Tier 2 instruction and support English Language Learners
2. Release time for professional development, collaboration and lesson studies to insure CCSS mastery for all students in ELA, Math and ELD
3. A Variety of books, instructional, technological and supplemental materials for students and teachers to use for implementation of RTI tiers 1, 2 and 3
4. Provide resources and ideas for parent school connection
5. All teachers with CLAD/BCLAD or equivalent certificates and training to understand the needs of English Learners and how integrate English Language Development throughout the day using Specially Designed Academic Instruction in English (SDAIE)
6. Forty-five minutes of ELD (English Language Development) instruction, daily for all grades K-8

7. Implementation of state approved and district adopted core instructional materials in all content areas
8. Modification/accommodations to the curriculum (classwork and homework) as discussed in collaboration between classroom teacher and IEP/504 site team
9. Daily classroom activities that include differentiated instruction for underperforming students to accelerate their learning.
10. Varied instructional strategies for concept development to include appropriate technology implementation
11. Collaboration in and articulation between grade levels to support individual student needs
12. School and classroom libraries that contain varied lexile levels
13. Use of COST and SST (Student Success Team) and regular follow ups for students who have learning issues or are at risk of retention.

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	%	%	%			
African American	0.4%	0.4%	%	1	1	
Asian	0.8%	%	%	2		
Filipino	%	%	%			
Hispanic/Latino	89.7%	87.2%	92.09%	218	212	233
Pacific Islander	%	%	%			
White	7.8%	11.5%	7.11%	19	28	18
Multiple/No Response	%	0.8%	0.79%		2	2
			Total Enrollment	243	243	253

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	37	30	25
Grade 1	27	30	29
Grade 2	25	25	32
Grade3	32	30	30
Grade 4	25	25	29
Grade 5	28	28	23
Grade 6	27	26	33
Grade 7	21	27	22
Grade 8	21	22	30
Total Enrollment	243	243	253

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	128	114	130	52.7%	46.9%	51.4%
Fluent English Proficient (FEP)	45	44	40	18.5%	18.1%	15.8%
Reclassified Fluent English Proficient (RFEP)	5	4	11	3.5%	3.1%	9.6%

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	24	24	23	24	24	23	23	24	23	100	100	100
Grade 4	22	22	25	21	22	22	21	22	22	95.5	100	88
Grade 5	19	27	26	19	27	23	19	27	23	100	100	88.5
Grade 6	24	15	25	23	15	25	22	15	25	95.8	100	100
Grade 7	18	27	16	18	27	16	18	27	16	100	100	100
Grade 8	18	22	23	16	22	23	16	22	23	88.9	100	100
All Grades	125	137	138	121	137	132	119	137	132	96.8	100	95.7

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	2398.	2376.	2380.	9	8.33	0.00	30	16.67	21.74	26	29.17	39.13	35	45.83	39.13
Grade 4	2421.	2407.	2482.	5	0.00	27.27	19	22.73	22.73	38	22.73	31.82	38	54.55	18.18
Grade 5	2483.	2411.	2493.	11	0.00	13.04	26	11.11	26.09	37	18.52	34.78	26	70.37	26.09
Grade 6	2485.	2517.	2467.	5	13.33	12.00	18	20.00	8.00	36	46.67	32.00	41	20.00	48.00
Grade 7	2538.	2512.	2566.	0	3.70	18.75	44	25.93	37.50	39	40.74	25.00	17	29.63	18.75
Grade 8	2549.	2560.	2562.	6	4.55	13.04	31	40.91	30.43	44	31.82	34.78	19	22.73	21.74
All Grades	N/A	N/A	N/A	6	4.38	13.64	28	22.63	23.48	36	30.66	33.33	30	42.34	29.55

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	13	4.17	0.00	52	37.50	56.52	35	58.33	43.48
Grade 4	5	0.00	18.18	43	54.55	54.55	52	45.45	27.27
Grade 5	16	3.70	21.74	53	40.74	43.48	32	55.56	34.78
Grade 6	14	13.33	12.00	41	60.00	24.00	45	26.67	64.00
Grade 7	6	11.11	18.75	56	44.44	50.00	39	44.44	31.25
Grade 8	25	18.18	13.04	63	50.00	56.52	13	31.82	30.43
All Grades	13	8.03	13.64	50	46.72	46.97	37	45.26	39.39

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	9	16.67	0.00	57	41.67	60.87	35	41.67	39.13
Grade 4	5	0.00	36.36	67	50.00	45.45	29	50.00	18.18
Grade 5	5	0.00	30.43	68	29.63	47.83	26	70.37	21.74
Grade 6	14	20.00	8.00	27	40.00	36.00	59	40.00	56.00
Grade 7	17	14.81	31.25	67	40.74	50.00	17	44.44	18.75
Grade 8	6	22.73	19.05	56	59.09	61.90	38	18.18	19.05
All Grades	9	11.68	20.00	56	43.07	50.00	34	45.26	30.00

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	4	12.50	4.35	78	54.17	65.22	17	33.33	30.43
Grade 4	5	9.09	13.64	71	50.00	59.09	24	40.91	27.27
Grade 5	16	3.70	4.35	63	40.74	86.96	21	55.56	8.70
Grade 6	9	13.33	4.00	86	73.33	56.00	5	13.33	40.00
Grade 7	0	3.70	12.50	78	77.78	75.00	22	18.52	12.50
Grade 8	6	4.55	13.04	75	81.82	78.26	19	13.64	8.70
All Grades	7	7.30	8.33	76	62.04	69.70	18	30.66	21.97

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	9	16.67	26.09	65	54.17	34.78	26	29.17	39.13
Grade 4	5	9.09	27.27	62	50.00	63.64	33	40.91	9.09
Grade 5	26	7.41	21.74	58	37.04	60.87	16	55.56	17.39
Grade 6	14	26.67	20.00	73	66.67	40.00	14	6.67	40.00
Grade 7	11	11.11	25.00	89	66.67	68.75	0	22.22	6.25
Grade 8	31	13.64	34.78	56	72.73	47.83	13	13.64	17.39
All Grades	15	13.14	25.76	67	56.93	51.52	18	29.93	22.73

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	24	24	23	23	24	23	23	24	23	95.8	100	100
Grade 4	22	22	25	21	22	23	21	22	23	95.5	100	92
Grade 5	19	27	26	19	27	24	19	27	24	100	100	92.3
Grade 6	24	15	25	24	15	25	23	15	25	100	100	100
Grade 7	18	27	16	18	27	16	18	27	16	100	100	100
Grade 8	18	22	23	16	22	23	16	22	23	88.9	100	100
All Grades	125	137	138	121	137	134	120	137	134	96.8	100	97.1

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	2429.	2405.	2370.	13	8.33	4.35	39	33.33	13.04	17	29.17	34.78	30	29.17	47.83
Grade 4	2466.	2434.	2471.	14	4.55	13.04	19	18.18	30.43	43	27.27	47.83	24	50.00	8.70
Grade 5	2446.	2436.	2490.	5	3.70	0.00	11	14.81	33.33	26	14.81	41.67	58	66.67	25.00
Grade 6	2494.	2552.	2483.	13	26.67	8.00	9	26.67	16.00	26	40.00	32.00	52	6.67	44.00
Grade 7	2537.	2509.	2566.	6	11.11	25.00	39	18.52	37.50	33	33.33	18.75	22	37.04	18.75
Grade 8	2540.	2522.	2540.	6	9.09	13.04	13	27.27	21.74	56	13.64	21.74	25	50.00	43.48
All Grades	N/A	N/A	N/A	10	9.49	9.70	22	22.63	24.63	33	25.55	33.58	36	42.34	32.09

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	30	25.00	8.70	35	33.33	34.78	35	41.67	56.52
Grade 4	29	9.09	34.78	33	40.91	30.43	38	50.00	34.78
Grade 5	16	11.11	16.67	16	18.52	45.83	68	70.37	37.50
Grade 6	22	33.33	20.00	13	46.67	28.00	65	20.00	52.00
Grade 7	33	18.52	56.25	33	22.22	18.75	33	59.26	25.00
Grade 8	13	27.27	17.39	44	22.73	39.13	44	50.00	43.48
All Grades	24	19.71	23.88	28	29.20	33.58	48	51.09	42.54

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	22	12.50	8.70	57	62.50	30.43	22	25.00	60.87
Grade 4	10	18.18	26.09	52	31.82	43.48	38	50.00	30.43
Grade 5	5	3.70	4.17	21	29.63	54.17	74	66.67	41.67
Grade 6	9	40.00	8.00	35	20.00	36.00	57	40.00	56.00
Grade 7	17	11.11	31.25	56	37.04	37.50	28	51.85	31.25
Grade 8	6	13.64	21.74	44	45.45	47.83	50	40.91	30.43
All Grades	12	14.60	15.67	44	38.69	41.79	44	46.72	42.54

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	17	8.33	4.35	74	62.50	39.13	9	29.17	56.52
Grade 4	24	9.09	17.39	38	40.91	56.52	38	50.00	26.09
Grade 5	5	3.70	4.17	42	25.93	70.83	53	70.37	25.00
Grade 6	9	20.00	12.00	48	60.00	44.00	43	20.00	44.00
Grade 7	6	18.52	31.25	72	37.04	56.25	22	44.44	12.50
Grade 8	6	13.64	8.70	75	54.55	60.87	19	31.82	30.43
All Grades	12	11.68	11.94	58	45.26	54.48	31	43.07	33.58

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	*	*	*	*
Grade 1	1481.4	1486.8	1475.7	13
Grade 2	*	*	*	*
Grade 3	1503.2	1506.7	1499.2	12
Grade 4	*	*	*	*
Grade 5	1494.8	1490.0	1498.8	12
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				85

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	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*			12
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6			*	*	*	*	*	*	*
Grade 7			*	*	*	*			*
Grade 8	*	*	*	*	*	*			*
All Grades	24	28.24	38	44.71	14	16.47	*	*	85

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	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*			*	*			*
Grade 3	*	*	*	*	*	*			12
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*			*
Grade 7			*	*					*
Grade 8	*	*	*	*					*
All Grades	49	57.65	22	25.88	*	*	*	*	85

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	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	12
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6					*	*	*	*	*
Grade 7					*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	15	17.65	23	27.06	26	30.59	21	24.71	85

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	*	*	*	*			*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	12
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	12
Grade 6			*	*	*	*	*
Grade 7			*	*			*
Grade 8	*	*	*	*			*
All Grades	37	43.53	37	43.53	11	12.94	85

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	*	*	*	*			*
Grade 1	*	*	*	*			13
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	12
Grade 6	*	*	*	*			*
Grade 7	*	*					*
Grade 8	*	*	*	*			*
All Grades	65	76.47	16	18.82	*	*	85

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	*	*	*	*			*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	12
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	12
Grade 6					*	*	*
Grade 7					*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	19	22.35	35	41.18	31	36.47	85

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	*	*	*	*			*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*			*
Grade 3			11	91.67	*	*	12
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	12
Grade 6			*	*			*
Grade 7			*	*			*
Grade 8			*	*			*
All Grades	17	20.00	59	69.41	*	*	85

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
253	**92.1%**	**51.4%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	51.4%
Homeless	3	1.2%
Socioeconomically Disadvantaged	233	92.1%
Students with Disabilities	20	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	233	92.1%
White	18	7.1%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Yellow

Mathematics

Yellow

English Learner Progress

No Performance Color

Academic Engagement

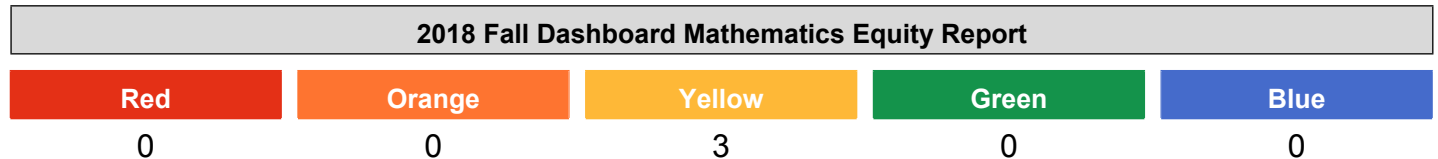**Chronic Absenteeism**

Red

Conditions & Climate

Suspension Rate

Orange

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
18.3 points below standard	33.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 23.6 points	Increased 33.4 points	1 students
124 students	76 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	24.9 points below standard	117.3 points below standard
	Increased 28.3 points	Increased 24.6 points
	108 students	19 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
19.7 points below standard	0 Students	0 Students	7.7 points below standard
Increased 26.2 points			Maintained 0.6 points
112 students			12 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.1 points below standard	19.9 points above standard	1.2 points above standard
Increased 47 points	Increased 34.6 points	Increased 19.6 points
44 students	32 students	43 students

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
35.8 points below standard	52.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.5 points	Increased	
	15.3 points	1 students
124 students	76 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	45.5 points below standard	128.5 points below standard
	Increased 8.1 points	Maintained -0.9 points
	108 students	19 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
40.1 points below standard	0 Students	0 Students	3.8 points above standard
Increased 7.1 points			Increased 4.1 points
112 students			12 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.4 points below standard	5.7 points below standard	16 points below standard
Increased 14.9 points	Increased	Maintained 2.4 points
	28.3 points	
44 students	32 students	43 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
85	28.2%	44.7%	16.5%	10.6%

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
12.8% chronically absent	12.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 6%	Increased 8.2%	
274 students	142 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.5% chronically absent	10.7% chronically absent
	Increased 6.2%	Increased 10.7%
6 students	252 students	28 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 students	0 students	0 students	0 students

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
12% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	23.8% chronically absent
Increased 5%			Increased 17.9%
251 students	2 students	0 students	21 students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.
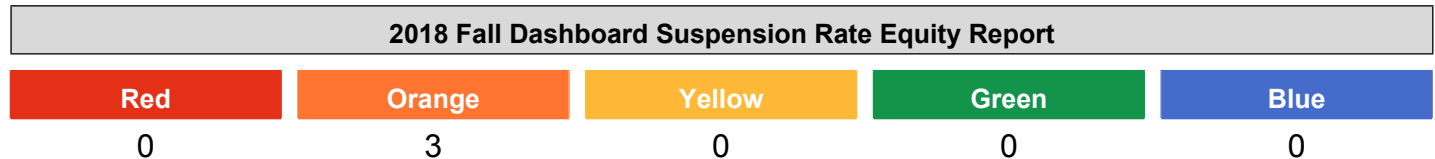
2018 Fall Dashboard Graduation Rate by Year

2017	2018

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.8% suspended at least once	3.4% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.1%	Increased 2%	1 students
287 students	148 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3% suspended at least once	7.1% suspended at least once
9 students	Increased 1.3%	Increased 2.1%
	265 students	28 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
2.3% suspended at least once	Less than 11 Students - Data Not Displayed for P... 2 students	0 Students	8% suspended at least once
Increased 1.6%			Declined -0.6%
260 students			25 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.5% suspended at least once	1.6% suspended at least once	2.8% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities: 1, 2,4, 7

Local Priorities: Math Assessment, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Goal 1

3-Year School Specific Goal: Eastin-Arcola Elementary School will obtain an ELA academic score of medium (yellow) performance for all students as measured by the California Dashboard and the California Department of Education Five by Five Grid Placement.
Eastin-Arcola Elementary School will obtain a Math academic score of medium (yellow) performance for all students as measured by the California Dashboard and the California Department of Education Five by Five Grid Placement.
Eastin-Arcola Elementary will obtain an English Learner progress score of medium (yellow), performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC ELA Distance from Level 3 (DF3)	CAASPP/SBAC ELA Distance from Level 3 (DF3)	Color: (Projected): Green DF3: 18

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment ELA	30% of students met or exceeded standard in ELA	45% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	20% of students are projected to read at or above grade level.	35% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	22% of students are reading at or above grade level.	33% of students will be reading at or above grade level.
CAASPP/SBAC Math Distance from Level 3 (DF3)	Color (Actual): Yellow DF3: - 35.2	Color: (Projected): Green DF3: 5
Local Interim Assessment Math	35.% of students met or exceeded standard in math	50% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA
Reclassification Rate	3.1%	15%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,160	Certificated Extra Time
5,500	Certificated Release Time (subs)
0	Travel and Conference

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.
(Also pending new Science curriculum/needs)

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

Amount(s)	Source(s)
883	Supplemental Instructional Supplies
895	Book and reference materials
500	Duplicating / Printshop

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

RTI TSA
Response to Intervention & Prevention TSA
* Review and analyze data from various sources: CAASPP scores, ELPACscores, district assessments, and common formative assessments, etc. to identify student needs

* Work collaboratively with teachers to analyze data and identify students needing additional support
* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
* Organize and schedule SST/COST meetings with parents & staff

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

Amount(s)	Source(s)
16,998	RTI TSA

Annual Review

SPSA Year Reviewed: 2018-19

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

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

Goal 1 Strategy/Activity 1
Name of Activity: Provide teacher release time, extra time and Travel and Conference:
What were the activities implemented? Teacher release time, extra time for SAP planning/implementation
What was not implemented that was in the 2018-19 site plan? Travel and Conference
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
There was an increase in NWEA ELA scores (Fall to Winter) by 5%, and Math by 3%. NWEA scores were analyzed to determine next steps. (ie. Math - Khan, ELA - recommendations embedded in the NWEA.)
Goal areas are used to individualize their needs.

Goal 1 Strategy/Activity 2
Name of Activity: Supplemental instructional supplies, books and reference materials and Duplication/Print shop:

What were the activities implemented? Purchased guided reading books, and books recommended for Math in Practice, and additional resources
What was not implemented that was in the 2018-19 site plan? N/A
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
See above data

Goal 1 Strategy/Activity 3
Name of Activity: Response to Intervention & Prevention TSA
What were the activities implemented? Lexia for grades 2-8, including Lexia lessons individualized for our Tier 3 students. Small group/targeted instruction based on Tier 3 needs.
What was not implemented that was in the 2018-19 site plan? This person didn't begin until nearly the fourth quarter, although planned for the entire year (trouble with hiring process)
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
Decreased the number of student below grade level (1st-5th grades) by 38%. We went from 0% of student at grade level material to 37%. About 22% are above grade level material.

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

Goal 1 Strategy/Activity 1
Name of Activity: Provide teacher release time, extra time and Travel and Conference:
*Budgeted: $ 28,800   Estimated Actuals: $ 6,640
*Difference: $ 16,326
Why: We didn't use travel and conference (this money amount placed under the wrong activity?
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
N/A

Goal 1 Strategy/Activity 2
Name of Activity: Supplemental instructional supplies, books, and reference materials and Duplication/Print shop:
*Budgeted: $ 6,500   Estimated Actuals: $ 16,968
*Difference: - $-10,468
Why: We made an adjustment to our budget, due to extra money not used for RtI position that didn't begin at the beginning of the year, as planned
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
N/A

Goal 1 Strategy/Activity 3
Name of Activity: Response to Intervention & Prevention TSA
*Budgeted: $ 0   Estimated Actuals: $ 5,834
*Difference: $ -5,834
Why: $ (Money incorrectly categorized for Intervention position)
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
See Lexia data

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.

Goal 1 Strategy/Activity 1
Name of Activity: Provide teacher release time, extra time and Travel and Conference:
*Changes: Keep, Delete, or Modify? Modify
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We're eeping release time and extra time to continue with grade level planning/collab, Science curriculum, site specific trainings. We feel travel and conference use isn't as effective as site PD

Goal 1 Strategy/Activity 2
Name of Activity: Supplemental instructional supplies, books and reference materials and Duplication/Print shop:
*Changes: Keep, Delete, or Modify? We're keeping this within our budget, however modifying the amount needed.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This allows us to budget more money to meet our intervention needs, based on the success we've seen in the short time we've had an additional part-time intervention teacher.

Goal 1 Strategy/Activity 3
Name of Activity: Response to Intervention & Prevention TSA
*Changes: Keep, Delete, or Modify? We're keeping this within our budget, however modifying the amount needed.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Our plan is to keep this position to meet our intervention and migrant student needs, based on the success we've seen in the few months this year. This is very targeted. The amount is being modified based on the number of months in the school year we intend for this person to work.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard.

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work.
3-Year School Specific Goal: Eastin-Arcola will obtain an Suspension score of medium-low (Green) performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

Identified Need: 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	1.9% (4 students were suspended one or more times.)	1.9% (4 students were suspended one or more times.)
3rd - 5th grade School Climate Survey	Overall, average rating (by looking at results, it seemed many were unclear as to what was being asked)	Overall above average rating
6th - 8th grade School Climate Survey	Overall, average to above average rating	Overall above average rating
Teacher Survey	93% of teachers feel supported by site admin when discipline issues arise in the classroom,	Seek to improve to a 95%+ rating

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and feel discipline issues are handled in a positive manner.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS Team will:
- Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and begin development of Tier 2 interventions.
- Support professional development related to

1. Restorative Justice

2. Conflict Resolution

3. Peer Mediation

4. Positive Behavior Support

Cost:

As funds become available

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental material
- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

Cost:

As funds become available

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

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

NA

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

State Priorities: 1, 2, 4, 7, 8

Local Priorities: None

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.
3-Year School Specific Goal: Eastin-Arcola will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

Identified Need: 1. Parents and families are vital partners in their child's education. The more they are informed and connected to our various informative meetings parent nights, the greater our partnership. We seek to parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers. We will always seek to increase our numbers by making sure parents are informed of our parent events, via school calendar, fliers, connect ed messages, DoJo communication, and personal reminders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Business Meetings: Title I SSC ELAC	5 (avg) 3 (avg) 4 (avg)	9-10 5 (maintain) 7-10
Back-to-school Attendance	Averaging 50% of families attending	Averaging 65% of families attending
Active Parent Portal Users	107	110

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement:
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, SSTs.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.
As funds become available

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

Amount(s)	Source(s)
0	Clerk/Office Extra Time Parent ED

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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

Amount(s)   Source(s)

765	Supplies Parent ED
200	Duplicating / Print shop Parent ED

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Goal 1 Strategy/Activity 1
Name of Activity: Paraprofessional Extra Time
What were the activities implemented? None needing extra time
What was not implemented that was in the 2018-19 site plan? Para extra time
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
N/A

Goal 1 Strategy/Activity 2
Name of Activity: Parent supplies and Duplication/Print shop
What were the activities implemented? Monthly newsletters/resources
What was not implemented that was in the 2018-19 site plan? N/A
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
Helping to educate our parents regarding various informational areas of need when supporting their child's education and overall well-being

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

Goal 1 Strategy/Activity 1
Name of Activity: Paraprofessional Extra Time
*Budgeted: $ 400   Estimated Actuals: $ 255
*Difference: $ 145
Why: $ Unknown
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities

Goal 1 Strategy/Activity 2
Name of Activity: Parent supplies and Duplication/Print shop
*Budgeted: $ 585 Estimated Actuals: $ 151
*Difference: $ 434
Why: $ Monthly resources costing less than expected, and additional resources used toward the end of the year

*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities
More parents are attending events, and therefore seem to be more connected to the school

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.

Goal 1 Strategy/Activity 1
Name of Activity: Paraprofessional Extra Time
*Changes: Keep, Delete, or Modify? Modify, reduce
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
To add more money into actual parent resources, to enhance our parent resource center on campus.

Goal 1 Strategy/Activity 1
Name of Activity: Parent supplies and Duplication/Print shop
*Changes: Keep, Delete, or Modify? Modify, increase
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Adding more money into actual parent resources, to enhance our parent resource center on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will ensure student accessibility to technology devices will increase to 75% of the school's' student population by 2017.

State Priorities: 1, 2, 4, 7, 8

Local Priorities: None

Goal 4

Statement of Goal: Increase and improve technology.
3-Year School Specific Goal: Eastin-Arcola Elementary will maintain student daily usage of devices at an average of 75% for the 2019/20 school year. All classes grades 2-8 have one-to-one chromebook access, due to additional purchases we've made over the last two school years. Each classroom also has its own chromebook cart, as of the 16-17 school year. K-1 was provided with six ipads per class during 17-18 school year. Seventh grade Science has access to 13 ipads.

Identified Need

Identified Need: 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	31.4% of Chromebook devices met 75% of 2-hour daily threshold	75% of Chromebook devices met 75% of 2-hour daily threshold
Chromebooks	229 total	Maintain a 1-1 ratio of chromebooks in grades 2 - 8
iPads	28 total	Complete usage of devices, based on training and curricular expectations
Google API (average daily usage of devices)	1.3 hours per day	2.0 hours per day

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computer hardware and software maintenance and Licence

* Purchase materials software, CD/DVDs, online subscriptions to software programs, audiovisual equipment, presenters, teacher resources, or other items that support technology.

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

Amount(s)	Source(s)
11,500	Computer Hardware/Software Maintenance & License

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computer Hardware under $500:
Purchase technology to support technology goal.

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

Amount(s)	Source(s)
500	Computer Hardware

Annual Review

SPSA Year Reviewed: 2018-19

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

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

Goal 4 Strategy/Activity 1

Name of Activity: Computer hardware and software maintenance and Licence
What were the activities implemented? Online subscriptions: Lexia, Mosa Mack, Reading A-Z, Whoo's Reading, Starfall, Brain Pop; Subscription: Scholastic Super Science (4th-5th)
What was not implemented that was in the 2018-19 site plan? N/A
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)
We met our goal of increasing our usage to 75%, and meeting our daily usage
(Increases in data for ELA/Math, NSGR, Lexia)

Goal 4 Strategy/Activity 2
Name of Activity: N/A
What were the activities implemented? N/A
What was not implemented that was in the 2018-19 site plan? N/A
How effective were these activities to achieve the articulated goal? (Data from the SPSA and/or California Dashboards or Narrative)

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

Goal 4 Strategy/Activity 1
Name of Activity: Computer hardware and software maintenance and Licence
*Budgeted: $ 10,000 Estimated Actuals: $ 6,805
*Difference: $ 3,195
Why: Varied cost for online subscriptions, based on needs
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities

Goal 4 Strategy/Activity 2
Name of Activity: Hardware under $500
*Budgeted: $ 500 Estimated Actuals: $ 0
*Difference: $ -500
Why: No purchases necessary
*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities

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.

Goal 4 Strategy/Activity 1
Name of Activity: Computer software, maintenance and license
*Changes: Keep, Delete, or Modify? Modify
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Decreasing licenses in order to target intervention students, and increasing others. Also planning to leave more time for Khan Academy as a district intervention, therefore no need to further additional licenses

Goal 4 Strategy/Activity 2
Name of Activity: Hardware under $500
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
In order to purchase additional computer resources for teachers, as needed (ie. printers, doc cams, etc.)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$48,901.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$48,901.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Book and reference materials	$895.00
Certificated Extra Time	$11,160.00
Certificated Release Time (subs)	$5,500.00
Clerk/Office Extra Time Parent ED	$0.00
Computer Hardware	$500.00
Computer Hardware/Software Maintenance & License	$11,500.00
Duplicating / Print shop Parent ED	$200.00
Duplicating / Printshop	$500.00
RTI TSA	$16,998.00
Supplemental Instructional Supplies	$883.00
Supplies Parent ED	$765.00
Supplies Parent ED	$765.00
Travel and Conference	$0.00

Subtotal of state or local funds included for this school: $48,901.00

Total of federal, state, and/or local funds for this school: $48,901.00

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
Danene Guglielmana	Principal
Elizabeth Richardson	Other School Staff
Kelsy Klick	Classroom Teacher
Elizabeth Sanchez	Classroom Teacher
Eric Wilson	Classroom Teacher
Rosario Munoz	Parent or Community Member
Christhian Nelson	Parent or Community Member
Rafael Santiago	Parent or Community Member
Fernando Santoyo	Parent or Community Member
Angel Sarmiento	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Danene Guglielmana on 5-22-19
SSC Chairperson, Danene Guglielmana on 5-22-19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Eastin Arcola School

Funding Source: Book and reference materials   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$895.00		Supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention. (Also pending new Science curriculum/needs)

Book and reference materials Total Expenditures: $895.00

Book and reference materials Allocation Balance: $0.00

Funding Source: Certificated Extra Time   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Eastin Arcola School

	$11,160.00	Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Certificated Extra Time Total Expenditures: $11,160.00

Certificated Extra Time Allocation Balance: $0.00

Funding Source: Certificated Release Time (subs) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Eastin Arcola School

		$5,500.00		Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Certificated Release Time (subs) Total Expenditures: $5,500.00

Certificated Release Time (subs) Allocation Balance: $0.00

Funding Source: Clerk/Office Extra Time Parent ED   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Parent Involvement: * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, SSTs. * Provide refreshments for attendees * Provide childcare for parents attending meetings. As funds become available

Eastin Arcola School

Clerk/Office Extra Time Parent ED Total Expenditures: $0.00

Clerk/Office Extra Time Parent ED Allocation Balance: $0.00

Funding Source: Computer Hardware   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00		Computer Hardware under $500: Purchase technology to support technology goal.

Computer Hardware Total Expenditures: $500.00

Computer Hardware Allocation Balance: $0.00

Funding Source: Computer Hardware/Software Maintenance & License   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$11,500.00		Computer hardware and software maintenance and Licence * Purchase materials software, CD/DVDs, online subscriptions to software programs, audiovisual equipment, presenters, teacher resources, or other items that support technology.

Computer Hardware/Software Maintenance & License Total Expenditures: $11,500.00

Computer Hardware/Software Maintenance & License Allocation Balance: $0.00

Funding Source: Duplicating / Print shop Parent ED   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Eastin Arcola School

		Amount		Action
		$200.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Duplicating / Print shop Parent ED Total Expenditures: $200.00

Duplicating / Print shop Parent ED Allocation Balance: $0.00

Funding Source: Duplicating / Printshop $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00		Supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention. (Also pending new Science curriculum/needs)

Duplicating / Printshop Total Expenditures: $500.00

Duplicating / Printshop Allocation Balance: $0.00

Funding Source: RTI TSA $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Eastin Arcola School

		$16,998.00		RTI TSA Response to Intervention & Prevention TSA * Review and analyze data from various sources: CAASPP scores, ELPACscores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder * Organize and schedule SST/COST meetings with parents & staff

RTI TSA Total Expenditures: $16,998.00

RTI TSA Allocation Balance: $0.00

Funding Source: Supplemental Instructional Supplies   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$883.00		Supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention. (Also pending new Science curriculum/needs)

Eastin Arcola School

Supplemental Instructional Supplies Total Expenditures:	$883.00	
Supplemental Instructional Supplies Allocation Balance:	$0.00	

Funding Source: Supplies Parent ED $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$765.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Supplies Parent ED Total Expenditures:	$765.00	
Supplies Parent ED Allocation Balance:	$0.00	

Funding Source: Travel and Conference $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Eastin Arcola School

	$0.00	Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Travel and Conference Total Expenditures: $0.00

Travel and Conference Allocation Balance: $0.00

Eastin Arcola School Total Expenditures: $48,901.00