School Year: **2026-27**

# 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 |
|---|---|---|---|
| Eastside High School | 19 64246 0108407 | May 21, 2026 | June 9, 2026 |

## 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
- Additional Targeted Support and Improvement

This plan is part of our schoolwide program to provide additional targeted students (EL Learners, Special Education students, and Homeless/foster youth) who the data has indicated are needing more support. Areas of particular focus include suspension rates, academic performance in math, chronic absenteeism, and English learner progress. Our goal in creating this plan is to help those students improve, both in terms of academic performance and social emotional growth, so that they can become proud Eastside high school graduates who are prepared for futures in both college and career. These efforts, if successful, should result in improved graduation rates, high percentages of students completing UC/CSU requirements, and increased levels of college/career preparedness.

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.

Eastside High School's plan for student success is to improve student outcomes by effectively utilizing funds from the Local Control and Accountability Plan and other programs to ensure that all

our students receive an equitable and rigorous high school education that prepares them for future success. To do this, we are focusing on areas where growth is needed as indicated by data from multiple sources. Those sources include, but are not limited to, the following: CA Dashboard, PSAT/SAT assessments, Advanced Placement Assessments, NWEA Data, Parent, Student and Staff surveys, grade analysis, MTSS/PBIS data, and common internal formative and summative assessments. EHS also utilizes multiple parent groups for feedback regarding campus climate including our Title I and English Language Advisory Committee (ELAC) . The School Site Council (SSC) in conjunction with staff (administration, certificated and classified) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet proficiency. In order to achieve the site goals and ensure that every student reaches their maximum potential, EHS will implement the following plan based on the Comprehensive Needs Assessment (CNA). The expenditures identified in the SPSA have been adopted to raise the academic performance of student groups not meeting state standards as well as provide opportunities to meet all LEA goals.

These decisions about how to best allocate fiscal resources are made in conjunction with our community and local district. Community input occurs as follows: First, the ELAC is informed about the process and given an opportunity to give input about how the funds should be spent. Second, parents are given a survey about what services are most important for our school. Third, families are notified and invited to our SSC meetings to provide input. Finally, after receiving input from the parents, community, and staff, the recommendations are taken to the SSC for a final vote on the next year's budget.

Similarly, Eastside High School collaborates and works with the Antelope Valley Union High School District during this process. To ensure the identified goals are met, Eastside High School and the district work together to articulate areas of need based on all state indicators pertaining to the goal, identified needs, expected annual measurable outcomes, annual review, and updates. AVUHSD has also supported our SPSA development through SPSA presentation and support at Admin Series, DSLT support, and quarterly district/site monitoring support as state and local data becomes available.

Finally, input for this process is derived from the feedback given by our Western Association of Schools and Colleges (WASC) committee during their last visit. During their visit, they affirmed our areas of focus/need while also suggesting other potential growth areas as well. These include offering additional support to our EHS underclassmen, as well as support for new teachers. They also encouraged us to focus on increasing AP class enrollment, increasing vocational opportunities, and implementing research-based instructional strategies based on data to drive instructional practices.

Based on this comprehensive assessment of our schoolwide needs, Eastside High School has identified the following as areas of focus for the upcoming school year:

1) Increasing Graduation Rates And College/Career Readiness: Since the closure of school campuses during the pandemic, our graduation rates have declined. Currently, our graduation rate is 84.2%, with 20% of students deemed to have adequate levels of college/career readiness. Our goal is to increase access to rigorous Advance Placement (AP) and Honors courses while also fostering student engagement through non-traditional classes, such as Career Technical Education (CTE), intensives, support programs, and electives, as well as partnerships with our local university, internships with local businesses, and career-related field trips. Data indicates that the specific groups who would benefit most from increased support/funding are as follows: students with disabilities, African American students, and foster youth.

2) Improving Academic Performance in Math And Science: At Eastside, we strive to provide students with a 21st-century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth. EHS student's math skills are not at standard level. Math scores are far below the state average and have dropped from the previous year, Our goal is to provide daily tutoring in math, both before and after school, while also giving students access to educational technology, educational programs, field trips, classroom walk-throughs, classroom transformations, and digital support, as well as access to STEM fairs, science-based CTE courses and pathways, intensive/remedial math courses and higher-level math and science courses as warranted. We also plan on providing teachers with regular professional development opportunities and collaboration opportunities to learn and hone best practices. In doing so, we hope to bring our math and science scores more in line with our ELA scores.  Data indicates that the specific groups who would benefit most from greater math and science supports are as follows: Hispanic students, English learners, and the socioeconomically disadvantaged. This need was identified using College Board Advanced Placement assessment data, SAT/PSAT assessment data, and NWEA exams, in conjunction with internal formative and summative assessments.

3) Effectively Address Chronic Behavior And Attendance Issues Through Positive Behavioral Interventions and Supports: In the past year,  A portion of our students have been chronically absent, and some have been suspended. Our school is striving to address these issues in a positive, research-based manner through our Student Support Center (SSC), our Check In/Check Out (CICO) mentorship program, Urban Scholars program, and multi-tiered systems of support (MTSS). Our goal is to effectively fund and streamline these programs to minimize suspension rates while addressing chronic absenteeism. Data indicates that the specific groups who would benefit from increased support/funding are as follows: foster youth, African American students, and students with disabilities.

4) Building Professional Partnerships, Both On And Off Campus: Data indicates that we need to prioritize effective communication with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities and our teachers with the professional supports they need to provide relevant, real-world lessons. This also means working to increase parent engagement with the school and build relationships with parents and community members, including parents of English Learners, as well as increase the training of the staff in providing innovative educational opportunities. Such partnerships, and the ensuing goodwill they create, will help support our school staff and allow us to better recruit and maintain high-quality educators. Currently, only most of our teachers are fully credentialed and properly assigned. While this is similar to the average for our district, it is significantly lower than the state average. Our goal is to provide teacher support through professional development and collaboration, as well as hours for additional responsibilities and training, including for AP classes and our CTE programs and pathways. This increase in collaboration and training will help increase teacher buy-in and prevent teacher burnout, leading to increased access to quality educators for all of our students. Data indicates that the specific groups who would benefit most from increased support/funding are as follows: foster students, English learners, and African American students.

5) Providing Equitable Access To All Students, Including English Learners, Foster Youth, And Those With Disabilities: Data shows that our English learners and students with disabilities are in need of additional support based on their academic performance.  Our goal is to double down on those interventions that have proven successful, such as the English Intensive classes, and to work with our EL coordinators and EL team to fully implement research-based instructional strategies and supports across the curriculum, especially as regards our CTE pathways and AP courses. We want

our English learners to have access to the entire schedule and to have the tools and support necessary to succeed in their English-based coursework, while also providing opportunities for cultural celebration and acknowledgment, such as our award-winning Los Leones folklorico dance group or the California Seal Of Biliteracy.
Title 1 funds will be used to address these five previously-mentioned areas of focus, as well as to implement those efforts that have already proven to be successful. These include our daily tutoring (both before and after school), Saturday schools (including Super Saturday School), Instructional Partners, our EL coordinators/program, and our MTSS program. We will also continue to grow our distinguished AVID Program, our nationally-recognized Biomed Academy, our award-winning Film Program, and our popular Ed Academy. We will continue providing at-home Chromebooks to those students who need them, as well as providing cutting-edge technological innovation and access in the classroom as well.

We will measure the success of these efforts by measuring growth on the CA Dashboard, our school discipline data, and our NWEA math scores and then use that data as guidance when establishing our schoolwide plan for future years.

# Educational Partner 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**

Eastside actively seeks input from the community, staff, and students when it comes to decisions about how to best allocate fiscal resources. Such input occurs as follows: First, the ELAC is informed about the process and given an opportunity to give input about how the funds should be spent. Second, parents are given a survey about what services are most important for our school. Third, families are notified and invited to our SSC meetings to provide input. Finally, after receiving input from the parents, community, and staff, the recommendations are taken to the SSC for a final vote on the next year's budget.

Similarly, Eastside High School collaborates and works with the Antelope Valley Union High School District during this process. To ensure the identified goals are met, Eastside High School and the district work together to articulate areas of need based on all state indicators pertaining to the goal, identified needs, expected annual measurable outcomes, annual review, and updates. AVUHSD has also supported our SPSA development through SPSA presentation and support at Admin Series, DSLT support, and quarterly district/site monitoring support as state and local data becomes available.

Finally, input for this process is derived from the feedback given by our WASC committee during their last visit. During their visit, they affirmed our areas of focus/need while also suggesting other potential growth areas as well. These include offering additional support to our EHS underclassmen, as well as support for new teachers. They also encouraged us to focus on increasing AP class enrollment, increasing vocational opportunities, and implementing research-based instructional strategies based on data to drive instructional practices.

By utilizing stakeholder input at every stage of the process, we believe that Eastside is best able to address the various needs of our students and staff.

# Resource Inequities

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

Our inquiry process, in combination with data from the California Dashboard, has helped us identify the following areas of inequity when it comes to resource distribution. Our goal is to provide additional support and funding to these student groups in a way that addresses these inequities and helps provide these students with an equitable chance at academic success. We know that the key to solving any so-called "achievement gap" is to first address the gaps in opportunities and resources and that is our goal in identifying these four groups for additional support. This targeted approach when it comes to categorical funding will be beneficial to these groups specifically and, by extension, to our campus as a whole.

The inequities most clearly indicated in the data are among the following four groups:

1) Foster Youth: Lancaster has the highest rate of foster youth in the entire county of Los Angeles, which in turn has the highest percentage of foster youth in the state of California, which in turn has the highest percentage of foster youth in the entire country. This unique reality means that our school has a large foster youth population, which constitutes a full 2% of our student body. This large population of foster youth has allowed us to create thriving clubs (such as the Resilient Scholars) and special events (such as Independent City) that are targeted toward these students. Despite these efforts, many of our foster youth students are still struggling to find academic and behavioral success. These behavioral issues are most clearly indicated by their suspension, chronic absenteeism rate, which is more than than the general student population. These behavioral issues and missed class time have resulted in only 6.5% of our foster youth being prepared for College & Career upon finishing their senior year.

2) English Learners: Over the past decade, our local community has had a recent influx of Spanish-speaking immigrants from Central and South America, resulting in an ever-larger number of English learners on campus. Thankfully, our school and district have seen this need and responded with targeted solutions, hiring EL coordinators on each campus and implementing a new English 9 intensive class to help these students find academic success. These district-wide solutions complement nicely our schoolwide efforts at cultural inclusion, such as our award-winning Los Leones folklorico dance team and school Mariachi team,and our school-wide bailes hosted by ASB or Link Crew. The inclusive nature of our campus means that first-generation students, including our English learners, are celebrated and respected. However, additional resources and interventions are needed, about half of our English learners are making progress toward language proficiency, a small decline in language proficiency from the previous calendar year. Similarly, English learners at Eastside scored far below the statewide math standards, also far below our school average. It is clear that more academic interventions and supports are needed.

3) Students With Disabilities: Our school has a robust Special Ed and Resource program that is supported by trained teachers, counselors, administrators, security, and staff. However, the data makes it clear that we still have work to do in terms of better supporting those students with physical and learning disabilities. Students with disabilities are twice as likely to be suspended and about half suffer from chronic absenteeism rate, leading to sub par graduation rate.

4) African American Students: African American students at Eastside have made tremendous academic progress in the last year in both ELA and in math.  These academic gains have coincided with schoolwide efforts to promote success among our African American students, namely, through the introduction of our Black Knowledge Bowl, the growth of our school's BSU club, Urban Scholars

program, the popularity of our African American History class, and a variety of special talks and field trips celebrating Black achievement and history. However, we still have room for improvement, as it relates to improving the suspension rate. Our African American students last year had a higher suspension rate, higher than the student population average. Our African American students also suffer from chronic absenteeism rate, which is significantly higher than student population average. These behavioral concerns and the corresponding decrease in classroom learning time, combined with the fact that African American students are under-enrolled in our four-year CTE pathways have resulted in a college and career preparedness which is lower than the school average. There are undoubtedly positive indicators over the past year, but it is not enough. We must continue to build on those success as we address ongoing inequities moving forward, ensuring that our African American students have equal access to our school's CTE pathways and to research-based positive behavioral supports.

Data indicates that these four groups are our school's most notable instances of inequity, and it is the priority of our staff to address these inequities with targeted funding and schoolwide support during this upcoming school year. Our goal is to be a school where every student can find success, and we look forward to continuing that journey over the upcoming school year. Targeted funding for this upcoming year will be used to address these inequities, as will our five prioritized goals for the upcoming school year.

# Evidence Based Interventions

Indicate the Name of the evidenced-based intervention identified as a result of the needs assessment process

Intervention: READ 180, as part of our English intensive class
Focus groups who we expect to benefit: English learners & students with disabilities

Source: What Works Clearinghouse (WWC)'s Read 180 Intervention Report - Adolescent Literacy 11/2016
Outcome Measure: Northwest Evaluation (NWEA) Measures of Academic Progress (MAP) Reading
Comparison: English intensive NWEA scores after Read180 vs Rest of freshmen class
Results: After using Read180 during their class for a semester, students in the English 9 intensive class had the biggest NWEA improvement of any class in the entire school

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Intervention: PBIS, for students with low- to mid-level behavioral referrals
Focus groups we expect to benefit: Foster youth, students with disabilities, and African American students

Source: PBIS Implementation Fidelity and Student Outcomes in an Urban School District - Stetson University's Voices of Reform:  Educational Research to Inform and Reform  - December 2020 edition
Outcome Measure: Continued platinum-level PBIS certification by outside groups
Comparison: Analysis of in-house behavioral data and referrals from this year to previous school year
Results: Despite platinum PBIS certification, in-house behavioral data so far is inconclusive, but we expect improvements as implementation is standardized and implemented more regularly.

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Intervention: AVID elective, available to all students
Focus groups we expect to benefit: Foster youth, students with disabilities, English learners, and African American students

Sources: ProQuest LLC, 2018  Ed.D. Dissertation, Azusa Pacific University & An Exploratory Study of the Influence of the Advancement via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina
Outcome Measure: College & Career Readiness measurement on CA Dashboard, continued recognition as AVID Demonstration School
Comparison: Analysis of college & career readiness measurement for AVID vs non-AVID students
Results: AVID students score significantly higher on both college and career readiness when compared with the average Eastside High student (20%), as we ll as a higher graduation rate. We believe that the intentional and continued expansion of this program could have a similar beneficial impact on all four of focus groups

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Intervention: Intensive intervention classes for low-performing math students
Focus groups who we expect to benefit: English learners

Source: Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. Teachers College Record, 110(3), 608-645
Outcome Measure: Northwest Evaluation (NWEA) Measures of Academic Progress (MAP) Reading
Comparison: Math-intensive NWEA score gains vs rest of student population
Results: African American students at Eastside made a 30 point year-over-year gain in math scores last year, and we believe that a similar level of progress could be attained by expanding these classes to include a focus on English learners with low math scores

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Intervention: Expanded CTE programs and pathways
Focus groups who we expect to benefit: English learners, African American students, and foster students

Source: Career and Technical Education as a Conduit for Skilled Technical Careers: A Targeted Research Review and Framework for Future Research - 2021
Outcome Measure: Improved completion rates for four-year CTE pathways among African American students (currently 3.9%), English learners (4.8%), and foster students (5.7%) so as to more closely mirror the school average of 12.6%
Comparison: CTE pathway completion rates over the next four years, as measured by the CA Dashboard
Results: Those who complete a four-year CTE pathway scored significantly higher on college & career readiness, as well as a higher graduation rate. We believe that similar improvement will occur among focus groups over the next four years as we work to more intentionally recruit and retain these focus groups as part of our CTE programs and pathways

# District Level Supports

## EL Guidance for 2026-27 SPSAs

## EL Support & Alt. Support Programs

## District Title I, Title III, and Targeted Funds

| Funding Source | Description |
|---|---|
| **Title III Program + District Targeted** | **Bilingual Instructional Aides**<br><br>Support Newcomer students in Designated ELD Elective course, and Newcomer and LTEL students in core subjects at each site. |
| **District Targeted** | **Student Monitoring for ELs and Reclassified students**<br><br>• **DataCentral Monitoring** of all EL students and reclassified students, per CDE guidelines.<br>• **EL Coordinators** use **release periods** to monitor ELs, Long-Term ELs and RFEP students.<br>• **ELA Teacher Space** is offered each semester for guidance and **paid-time** to fill out **EL Monitoring Forms** (DO Targeted)<br>• **EWA** for **ELA Teachers** to complete EL monitoring with EL Coordinator support (**Optional** to **pilot** at **site**) |
| **_District Title I** | **EL Tutoring**<br><br>Site-based EL Tutoring available at each site to support Newcomers, Long-Term ELs, and ELs in Special Education.<br><br>EL Tutoring addresses relearning of content, mitigates learning loss, and ensures academic progress.<br><br>**EWA**: Recommend **not to exceed 5 hours** per week |

## EL Guidance for 2026-27 SPSAs

## EL Support & Alt. Support Programs

## District Title I, Title III, and Targeted Funds

| | |
|---|---|
| **District Targeted** | **EL focused Field Trips**<br><br>College and Career-focused Field Trips for EL students |
| **District Targeted** | **Disciplina Positiva Workshops for Parents of English Learners**<br><br>Disciplina Positiva's parent educator team, with Tony and Lisseth Orozco, address learning at home, academics with their children, mental health issues, improve study routines at home to deal with challenging mental health and behaviors during the pandemic.<br><br>• Disciplina Positiva in-person conferences are held each semester, hosted in Spanish.<br>• Online workshops are offered in Spanish with English translation available. |
| **District Targeted** | **Parent Outreach**<br><br>DO Targeted funds pay for EL Site staff to work after contractual hours to **telephone parents** to encourage attendance at ELAC meetings and other parent workshops to non-English speaking parents.<br><br>• **EWAs** recommended not-to-exceed **4-6 hours per week**. |

## EL Guidance for 2026-27 SPSAs

## EL Support & Alt. Support Programs

## District Title I, Title III, and Targeted Funds

**Site Funds**

**Light Refreshments and Supplies**

- **$150 - $200** per **ELAC meeting** is highly recommended
- **$500** for **Reclassification Ceremony** is recommended
- **$1,500** per semester for **supplies** to support site EL Dept. and EL support teachers is highly recommended
- Include **budget** in **SPSA**

**Site Funds**

**(Title II, Title I,**

**or other funds)**

**EL Professional Development at Sites**

- **Sites** are **required** to provide at least one **EL-focused PD**, **1 hour in duration** for staff, **each semester**.
- EL Site Teams may offer **EL-focused PD** at a staff meeting, Dept. meeting, Non-Student day, before or after-school.
- Highly recommend site **Staff Meeting agendas** to welcome **EL Coordinators** to provide **monthly updates** for teachers.

**Site Funds**

**Conferences with EL themes: CABE** (Mar. 4-7, 2026 in SF), **Prepárate** (April 13-15, 2026 in Chicago), **NABE** (Feb. 9-13, 2026 in Chicago), **TESOL** (Mar. 24-27, 2026 in Salt Lake City)

- $2,000 per certificated or classified staff to attend 4-day conference.
- Recommended **SPSAs** include $10,000 to $15,000 to send a team of 3 to 4 staff to the annual CABE.
- Include **budget** in **SPSA**

## EL Guidance for 2026-27 SPSAs

## EL Support & Alt. Support Programs

## District Title I, Title III, and Targeted Funds

| | |
|---|---|
| **District Targeted & DO Title II** | **EL PD Districtwide**<br>• EL-focused PD designed to support all content areas<br>• EL Quarterly Trainings, facilitated by DO Team to support EL Programs district-wide (DO Targeted) |
| **District Targeted & DO Title II** | **District Office Trainings to Support EL Programs**<br>• EL Coordinator Trainings<br>• EL Site Team Leadership Trainings<br>• ELD Teacher Trainings<br>• Bilingual Secretary for EL Site Programs Trainings<br>• Bilingual Instructional Aides Trainings |
| **District Targeted** | **Supports for EL Site Programs**<br>• EL Site Leadership Training<br>• ELD Teacher Trainings<br>• ELD Consultant to support ELD curriculum implementation<br>• EL Program Site Advisor & EL Counselor Trainings<br>• Bilingual Secretary for EL Site Programs Trainings<br>• Bilingual Instructional Aides Trainings |

## EL Guidance for 2026-27 SPSAs

## EL Support & Alt. Support Programs

## District Title I, Title III, and Targeted Funds

| | |
|---|---|
| **District Title I** | **Long Term English Learner (LTEL) Supports and Interventions**<br><br>Additional interventions, instructional resources, and professional development to provide targeted support for LTELs to advance in English language proficiency. |
| **Title III + Title I** | **Language Software supplemental curriculum for ELD classes**<br>• Supplemental curriculum for Designated ELD classes<br>• 250 to 300 licenses with Rosetta Stone for 2025-26<br>• Title III allocation pays the majority of the software licenses |
| **District Targeted** | **Welcome Conference for Newcomers**<br><br>• 300+ students<br>• Host at AV Fairgrounds |
| **District Targeted** | **Multilingual Senior Recognition Ceremony for Newcomers**<br><br>• 150 students (estimate)<br>• Budget for Refreshments and Decorations<br>• Budget for Maintenance / Security assistance (1 staff) |
| **District Targeted** | **We Come From Greatness Writing & Publishing Project**<br><br>• Newcomer EL and Migrant students (Number TBD) |

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

Ensure that all students are Academically Proficient and College and Career Ready

## Identified Need

Since the closure of school campuses during the pandemic, our graduation rates have taken a dip. Currently, our graduation rate is 84.2%, with 20% of students deemed to have adequate levels of college/career readiness. Our goal is to increase access to rigorous AP and Honors courses while also fostering student engagement through non-traditional classes, such as CTE, intensives, support programs, and electives, as well as partnerships with our local university, internships with local businesses, and career-related field trips. Data indicates that the specific groups who would benefit most from increased support/funding are as follows: students with disabilities, African American students, and foster youth.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percentage Of Students Taking An AP Exam | 29% of Eastside students have taken an AP exam; 29% of Eastside students have taken an AP course | Increase number of students taking an AP exam to 35% |
| AP Courses Offered | 18 unique courses offered, mostly in social science and English | Increase by at least 2 AP course offerings, especially in Science/Math |
| UC/CSU Requirements | 30.4% of students have completed UC/CSU requirements, with 15.6% of African American students, 13.3% of English learners, and 11.4% of foster students | Improve overall UC/CSU requirement rates to at least 35% by focusing on improving rates for African American students, English learners, and foster students to at least 20% each |
| AP Exam Pass Rate | 4% of AP exams taken by Eastside students taken were successfully passed | Improve AP exam pass rate to at least 5% |
| CTE Pathway Completion | 12.6% of students completed a four-year CTE pathway, African American students (3.9%), English learners (4.8%), and foster students (5.7%) | Improve overall CTE pathway completion rates to at least 15% by focusing on improving rates for African American students, English learners, and foster students to at least 10% each |
| Graduation Rate - CA School Dashboard | 89.2% graduation rate, up 2.7% from the previous year | Increase overall graduation rates by 3.2% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP ELA - CA Schools Dashboard | 20.4 points below standard, increased by 29.6 points | Expected to increase by 25 additional points |
| CAASPP Math - CA Schools Dashboard | 141.1 points below standard, increased by 17.8 points | Expected to increase by 15 additional points |
| College & Career Readiness - CA School Dashboard | 36.1% of students are considered by the state to be prepared for college and career, 3.5% increase; numbers are especially low among African American students (21.9%), and Students with Disabilities (7.6%) | Increase college & career readiness numbers by at least 3% among African American students, and students with disabilities |
| A-G Completion Rate - SARC | 36.03% of students met A-G | 10% increase expected in A-G completers |
| English Learner Progress Indicator - CA Schools Dashboard | Declined by 2.2%, 31% making progress | Expected increase to 34% making progress. |
| RFEP enrollments | 734 students ever | Increase to 900 ever |
| RFEP - DataQuest | 28.1% | Increase by 20% |
| CTE Pathway Completion - SARC | 28.5% | Increase to 31% |
| EL Proficiency and Progress | 9.82% Well Developed (Level 4)<br>28.13% Moderately Developed (Level 3)<br>31.70% Somewhat Developed (Level 2)<br>30.36% Beginning to Develop (Level 1) | |

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

## Strategy/Activity 1

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

Strategy/Activity

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

| Amount(s) | Source(s) |
|---|---|

## 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

Hire Instructional Partners to support teachers in improving instructional practices to most effectively implement strategies and interventions to support Math and ELA proficiency, CCSS, Academic Language Development, building positive relationships with students, reducing punitive discipline and to help ensure and foster a highly effective instructional program for students. This will help ensure best practices are being used across campus and thereby improve grades and graduation rates, as well as college & career readiness.

**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) |
|---|---|
| 60,000.00 Personnel Req for the position. | Title I |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide interventions, academic tutoring and extended learning opportunities for students to meet graduation, A-G, and assessment requirements by extending operating hours of the library to accommodate student usage from 7:00 a.m.- 5:30 p.m., Saturdays, etc. Hire additional tutors to support students in Mathematics and ELA proficiency. This will help provide students with the additional resources and support necessary to improve college & career readiness, as well as graduation rates.

**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) |
|---|---|
| 113,249.99 Extra Work Agreement-hours | Title I |
| EL Tutoring for LTELs and Reclassified after school in all core subjects to mitigate learning loss and provide essential continuity instruction to access core content during distance learning | District Funded |

| | |
|---|---|
| and the transition into a blended/hybrid model Extra Work Agreement-hours-Title I District funded | |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide students with organizational tools and resources including but not limited to interactive notebooks and supplies. This will help students stay on top of their grades and assignments, thereby developing time management and balancing/prioritization skills that are necessary in both college and career. This will have the added impact of helping students improve their grades and, by extension, our school's graduation rate.

**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) |
|---|---|
| 4500 Material Purchase | Title I |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support the Biomedical, Education Academies, and Film and Media Pathway to replace consumed items and update/replace equipment as necessary. Purchase software and equipment to support digital literacy and inclusion of other content area teachers. Support the Biomedical Academy development through additional hours/release time for Biomedical and Educational Academy teachers in order to continue to be a PLTW and Linked Learning Gold certified school and providing a coordinator with one release period. This will help ensure that students in our CTE pathways are prepared for both college and career, while also helping improve our school's graduation rates.

**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) |
|---|---|
| 33,000.00 Software and Material Purchases | Targeted Funds |

| | |
|---|---|
| 8,000.00 Extra Work Agreement-hours | Targeted Funds |
| 2,000.00 Extra Work Agreement-hours | Targeted Funds |

## Strategy/Activity 6

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Hire a cross-curricular collaboration Instructional Partner to facilitate cross-curricular teams and Professional Development. In addition, this coordinator will be responsible for working with EHS staff to highlight EHS events and activities to the community (Goal #4) and obtain additional support and input from stakeholders (LCFF, etc.). This will help facilitate best practices across campus and thereby improve our graduation rates as well as our college/career readiness rates.

**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) |
|---|---|
| 20,000.00 Personnel Req for the position. | Title I |

## Strategy/Activity 7

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Teacher Professional Development that supports teacher collaboration and increase student participation in the site and district STEM expo (supplies, additional collaboration hours, etc.). This additional collaboration will allow for more sharing of best practices that will help our students improve their graduation rates, as well as college/career readiness. Moreover, such professional development is also in line with Goal #2, which focuses on improving academic performance in STEM classes.

**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) |
|---|---|
| 2,500.00 Extra work agreement: hours | Targeted Funds |

## Strategy/Activity 8

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide teachers collaboration time to develop and implement a plan (including reviewing data on passing rates and grades in the respective AP class) to assist students taking AP classes in receiving a passing score on their AP exams. Provide hours for staff to promote and offer opportunities for students in College/Career readiness with an Advanced Placement Emphasis to monitor the progress of AP students throughout the year, provide AP-specific tutoring/workshops and parent workshops to improve student achievement in AP classes and on AP exams. Provide for college and career liaisons will also support field trips to enrich the students' experience (Reagan Library Leadership Conference). The College and Career Liaison will plan college and career visits, collaborate with teachers in incorporating college prep activities into classes, ensure career information is emphasized, and plan college/career fair. These efforts will help ensure that our students are reaching appropriate levels of college/career readiness and help improve graduation rates as well.

**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) |
|---|---|
| 8,000.00 Personnel Req for the position. | Targeted Funds |
| 13,000 School Business Agreements (Substitutes for proctors) | District Funded |
| 10,000 Professional development for teachers | Title I |
| 1500 Extra Work Agreements (AP Proctor Training) | District Funded |

## Strategy/Activity 9

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide enhanced instructional supplies to promote problem-based learning opportunities and the extension of learning activities beyond the classroom. This includes tutoring audio/visual supports, PE Interactive Equipment that supports cross-curricular subject integration, and other resources to continue the development of the frontless classroom concept by providing all students with the technology to support our goal of improving college/career readiness and graduation rates.

**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) |
|---|---|

| | |
|---|---|
| 10,000 Materials and Technology | Title I |
| 78,005.00 Materials and Technology | Targeted Funds |
| 10,000.00 Materials and Technology | Title I |
| Materials and Technology-Funds to mitigate learning loss due to COVID-19 related school closures- ESSER funds | District Funded |

## Strategy/Activity 10

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide additional professional development opportunities that emphasize EL strategies and language development (with a focus on Academic Vocabulary) across all content areas. This strategy also crosses over with Strategy #5, which focuses on providing equitable access to our English learners. We will provide additional professional development for all core subject areas (including AP, AVID and CTE Courses) and support teacher development by sending teachers to various conferences and training, with an emphasis on schoolwide STEM instruction, as indicated in Strategy #2.

**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) |
|---|---|
| EWA EL focused Professional Development 1 per semester | Title II Part A: Improving Teacher Quality |
| 13,500.00 Conferences | Targeted Funds |

## Strategy/Activity 11

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support cross-curricular projects and teacher collaboration with an emphasis on College and Career Readiness skills, application beyond the classroom, and digital literacy lesson planning including writing and reading component.

**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) |
|---|---|

| | |
|---|---|
| 12,000.00 Extra work agreements: hours | Title I |

## Strategy/Activity 12

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide an intervention coordinator with a Math Emphasis to monitor the progress of students in need of interventions, pull performance data, provide specific tutoring/workshops and parent workshops to improve student achievement in math classes and on AP exams. The Intervention Coordinator will plan college and career visits, collaborate with teachers in incorporating college preparation activities into classes, ensure career information is emphasized, and work with teachers to support students who need interventions. This will help improve college/career readiness as well as our graduation rates, while also addressing the STEM component of Goal #2. To support teachers using Math Literacy.

**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) |
|---|---|
| 5,000.00 Extra work agreements: hours | Title I |

## Strategy/Activity 13

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Plan and conduct Professional Development/attendance at conferences that involve Academic Language Development, Interactive Notebooks, Critical Reading strategies, Math and ELA Digital web based programs for student achievement, literacy across the curriculum (writing and reading strategies), active and engaged learning, digital literacy, program fidelity, and teacher professional growth goal specifically focusing on Math and ELA. Provide collaboration time for teachers to develop lesson plans that maintains high levels of rigor and allows all students to be active learners, thereby developing their college/career readiness skills and improving our school's graduation rates.

**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) |
|---|---|
| 26,000.00 Extra work agreement: hours | Targeted Funds |

## Strategy/Activity 14

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

All Students

Strategy/Activity

Update/repair technology to support Math and ELA intervention and support digital literacy and student use of technology. Purchase additional technology for student use (i.e. Chromebooks, Promethean Systems, etc.) to support the development and use of Innovation/Intervention Labs that allow students to access technology they may encounter in college and career settings.

**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) |
|---|---|
| 48,000 Technology and Material Purchases | Targeted Funds |
| 60,000 Technology and Material Purchases | Title I |
| 30,924.20 Technology and Material Purchases | Title I |

## Strategy/Activity 15

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

Special Education Students

Strategy/Activity

Provide System 44 materials to support students in the Pre-Vocational programs. This will help improve graduation rates and college/career readiness for our special education students, while also addressing the equitable access component of Goal #5.

**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) |
|---|---|
| 2,000.00 Technology and Material Purchases | Title I |

## Strategy/Activity 16

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

AVID Students

Strategy/Activity

Continue to support and develop the AVID program through hiring an AVID coordinator(s), paying for: substitutes for professional development, collaboration time, professional development and conferences, additional collaboration hours, and AVID tutors. Because AVID focuses on preparing first-generation college students for post-secondary education, this is a key part of our strategy to improve college/career readiness.

**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) |
|---|---|
| 15,000.00 SBA / Extra work agreements: Hours | Title I |
| 12,000.00 SBA / Extra work agreements: Hours | Title I |
| 30,000.00 Technology and Material Purchases | Title I |
| 90,000 Personnel Req for tutors | Title I |
| 30,000 Conferences | Title I |

## Strategy/Activity 17
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
Students with Special Needs

Strategy/Activity
Support the ELA and Math Support Programs focusing on students with Special Needs to Ensure all students have access to resources and trips that support student exposure to college and career. Support for Special Education teachers and staff to collaborate to support Special Education Students.

**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) |
|---|---|
| 4,800.00 Extra work agreements: Hours | Title I |
| 3,000.00 Extra work agreements: Hours | Targeted Funds |

## Strategy/Activity 18
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

PBIS/MTSS Coordinator (District Funded) 6 Release Sections. By minimizing out-of-class suspension times and addressing behaviors that limit student success, we believe that this PBIS coordinator can help support an increase in graduation rates, while also addressing the behavioral focus outlined in Goal #3.In addition adding 3 periods of MTSS/SSC to Support Tier 1, Tier 2, and Tier 3 (Paid for out of LREGB). Include 3 additional support periods for MTSS/PBIS/SSC (.6 FTE)

**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) |
|---|---|
| Personnel Req | District Funded |

## Strategy/Activity 19

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support the development of our CTE academy through monthly collaboration hours for teachers and release time for planning days as needed. Such collaboration time allows for more shared projects and rigorous assignments across the curriculum, thereby increasing our college/career readiness rates.

**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) |
|---|---|
| 5,500.00 Extra work agreements: Hours | Targeted Funds |
| 2,500.00 Extra work agreements: Hours | Targeted Funds |

## Strategy/Activity 20

**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Support EL students by offering tutoring and Saturday School specific to EL students with a focus on academic language. Increase parental involvement through providing childcare opportunities and incentives to increase parent engagement in school events and parent workshops offered throughout the year. Provide for site wide professional development opportunities that support EL students in all content areas and focus on writing, reading , and the EL Roadmap. Support EL Students by: hiring an ELL Coordinator and Bilingual Secretary. Additional hours for EL department to conduct quarterly student monitoring in order to identify needs and utilize interventions; and to support the new DataCentral platform. DataCentral has an EL focused Dashboard updated daily with Powerschool data to assist with student monitoring and support. Extra Hours to train stuff to administer ELPAC tests and student practice for ELPAC. This will help increase our overall graduation rate, while also providing additional support for English learners as outlined in Goal #5.

**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) |
|---|---|
| Personnel Req for biliigual instructional aide to support students in the ELD elective course and LTELs in Core subjects-Title III and District Targeted | District Funded |
| 40,000.00 Personnel Req | Targeted Funds |
| 12,000 EWA student/parent support and workshops, SPA for ELAP's | Targeted Funds |
| EWA for ELPAC student practice and training-Targeted District Funded | District Funded |
| EWA for EL department personnel to conduct ELAC and parent conferences, student support in academics and college readiness COVID Relief Funds-DO | District Funded |
| EL Coordinator with a release period DO funded Targeted to support Quarterly monitoring, student practice and parent outreach DO Targeted | District Funded |
| EWA for District Office Trainings and Professional development for Site EL team DO Targeted | District Funded |
| EWA for implementation of DataCebtral dashboard into EL site team to be used in quarterly monitoring and to support EL instructional support. CRF and DO Title I funded | District Funded |

**Goal Expenditure Summary Goal 1 - 815,979.19**

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

To ensure that all EHS students are college and career ready, we analyzed D and F rates from Semester 1 of the 2022-2023 school year as well as quarterly progress reports. Overall, EHS saw an increase in D and F rates (10.3 Percent in Algebra 1, Biology and English 9), two areas where interventions that are a focus. In an effort to help struggling students, EHS continued to implement a Winter and Summer intersession to assist students with making up credits lost in previous semester in ELA and Math classes. EHS also implemented a revamped tutoring program to support students identified as needed the most intervention.

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

There was an increase in professional development and collaboration hours in core academic classrooms.

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.

EHS is continuing the MTSS mentors that will be available during the course of the school day. These mentors will support the overall implementation of the academic and MTSS supports offered to our at risk students. (Goal 1)

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.

## Identified Need

At Eastside, we strive to provide students with a 21st-century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth. Unfortunately, our student's math skills are not yet up to standard. Math scores are 154 points below state average and have dropped from the previous year, with only 5% of our students meeting or exceeding the state standards for math. Similarly, only 9.87% of Eastside students met the state standard for science. Our goal is to provide daily tutoring in math, both before and after school, while also giving students access to educational technology, educational programs, field trips, classroom walk-throughs, classroom transformations, and digital support, as well as access to STEM fairs, science-based CTE courses and pathways, intensive/remedial math courses and higher-level math and science courses as warranted. We also plan on providing teachers with regular professional development opportunities and collaboration opportunities to learn and hone best practices. In doing so, we hope to bring our math and science scores more in line with our ELA scores (33% meeting state standards, up 3 points from last year). Data indicates that the specific groups who would benefit most from greater math and science supports are as follows: Hispanic students, English learners, and the socioeconomically disadvantaged. This need was identified using College Board Advanced Placement assessment data, SAT/PSAT assessment data, and NWEA exams, in conjunction with internal formative and summative assessments.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Academic Performance (Math) - CA School Dashboard | 141.1 points below standard, increased 17.8 points | Improve math scores so that 10% of our students meet or exceed the state standard |
| Academic Performance (Science) - CA School Dashboard | 42.1 Science points, maintained -0.1 points | Improve science scores, especially in the "nearly met" category, so that 15% of our students meet or exceed the state standard |
| College and Career Field Trips | | Increase number of non-AVID college and Career Field trips by 3 additional trips |
| CTE Pathway Completion - SARC | 28.5% | Increase to 31% |
| College & Career Readiness - CA School Dashboard | 36.1% completion for college/career ready per CA Dashboard | Increase A-G completion by 3% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CTE Pathway Completion | 12.6% of students completed a four-year CTE pathway | Increase enrollment in CTE pathways, especially those with STEM focus, to 15% of student body |
| AP Courses | 18 unique AP courses offered | Increase AP course offerings in both science and math by one course apiece |
| Instructional Partners | | |
| Remedial/Intensive Math Courses | | |

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

Develop, refine, and communicate best practices for both science and math education, both inside those subject areas and across the curriculum. Provide regular opportunities for professional development so that teachers can learn strategies to implement science and math concepts effectively in their classroom.

**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) |
|---|---|
| 2,000.00 Extra work agreement: Hours | Targeted Funds |

## 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

Provide students and staff supplemental enrichment materials to support classroom content so that all teachers can effectively implement science and math concepts in their classroom.

**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) |
|---|---|
| 18,000 Technology and Materials | Title I |
| 29,000 Technology and Materials | Targeted Funds |
| Books, materials, and supplies for ELD core class DO Targeted | District Funded |

## 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

Elective teachers will attend a conference on how to integrate and align elective curriculum into supporting students in the areas of Mathematics and Science Courses.

**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) |
|---|---|
| 4,000.00 Conference | Targeted Funds |

## Strategy/Activity 4

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

All Students

Strategy/Activity

Professional Development focusing on STEAM & SEL focused collaboration among all teachers to create lessons and support student interventions.

**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) |
|---|---|
| 38,000.00 EWAs & SBAs | Title I |
| 15,000 EWAs & SBAs | District Funded |

## Strategy/Activity 5

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

All Students

Strategy/Activity

Provide student immersion field trips to museums, performances, communities and other areas to promote STEM exposure across the curriculum.

**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) |
| --- | --- |
| 28,000.00 Field Trips | Targeted Funds |

## Strategy/Activity 6

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

All Students

Strategy/Activity

Professional development to train teachers in multiple formative and summative assessment strategies and measures and integration of student use of technology into the curriculum. Provide collaboration time for teachers to develop alternative projects, assignments to ensure students can still complete rigorous course work with limited technology resources at home and/or no wifi, with the goal of promoting STEM education.

**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) |
| --- | --- |
| 8,000.00 Extra work agreement: Hours | Targeted Funds |
| 3,000 Training and administering of ELPAC | District Funded |

## Strategy/Activity 7

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

All Students

Strategy/Activity

Hire Instructional Partners to support teachers in improving instructional practices and student achievement in Math and science subject matter to ensure all students are academically and socially prepared for college and career opportunities. In addition, IPs will support academic language development, building positive relationships with students to help ensure a highly effective instructional program for students. Instructional Partners will support all teachers with a data emphasis to work to evaluate and utilize formative and summative data to drive instruction and leading data team. In addition, IPs will work to promote cultural diversity on campus through training and supporting new teachers.

**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) |
|---|---|
| 75,000.00 Personnel Req, & EWAs | Targeted Funds |
| 40,000 Personnel Req & EWAs | Title I |
| 55,000 Personnel Req & EWAs | District Funded |

## Strategy/Activity 8

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Attend and plan professional development on a school wide, departmental, and cross-curricular basis to fully implement Common lesson planning (CIM) and full day subs to allow for training throughout the school year, with special attention given to lessons that incorporate science and math concepts.

**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) |
|---|---|
| 34,000.00 EWAs & SBAs | Title I |

## Strategy/Activity 9

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support Literacy across the curriculum and the Read 180 program and fidelity to implementation through funding a literacy intervention coordinator to coordinate meetings with teachers, provide supplementary training, assist in the management of the data system, and facilitate rewards programs/incentives for students. In addition, purchase supplemental instructional materials for the Read 180 Program. This will help improve reading skills among our English learners and thereby allow for greater success with comprehension of written scientific content.

**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) |
|---|---|

| | |
|---|---|
| 1,231.08 Materials and Technology | Title I |
| 1,000.00 Extra work agreement: hours | Title I |

## Strategy/Activity 10

**Students to be Served by this Strategy/Activity**

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

Foster & Homeless Students

Strategy/Activity

Support achievement of foster and homeless students through additional hours for a Foster/Homeless designee to monitor/track and individually counsel students, identify and connect students and families with services and resources, reach out to community members and mentors, connect students to post-secondary opportunities through college visits, etc., ensure involvement of students in academic pathways and programs, and review/share data regarding progress of foster and homeless students. This emphasis on addressing the material and emotional needs of our socioeconomically disadvantaged students will also help them find academic success, as outlined in Maslow's Hierarchy Of Needs. Field trips such as College, career institutes, and post-secondary visits.

**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) |
|---|---|
| 2,000.00 EWAs and SBAs | Targeted Funds |

## Strategy/Activity 11

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Purchase licenses to AVID Weekly and other supplementary curriculum materials, as well as educational software such as Nearpod and NewsELA, with a special focus on materials that can be used to address science and math concepts.

**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) |
|---|---|
| 4,000.00 Materials and Technology | Title I |
| Educational Licenses | District Funded |

## Strategy/Activity 12

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide College and Career Field trips for students to promote a college going culture and career exploration and preparation, with a special focus on those field trips/college/careers that incorporate science and/or math.

**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) |
|---|---|
| 8,000 Field Trips: SBAs | Title I |
| 8,000.00 Field Trips: SBAs | Targeted Funds |
| 5,000.00 Field Trips: SBAs | Targeted Funds |
| 4,000.00 Field Trips: SBAs | Title I |

## Strategy/Activity 13

**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Teacher Trainings and Professional Development for ELD core curriculum and support for the ELD Elective. This will help our English learners improve their scores in both math and science, while also addressing the need for equitable access outlined in Goal #5.

**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) |
|---|---|
| EWA ELD Core Curriculum teacher trainings working with ELD consultant to ensure ELD curriculum implemented with fidelity -District Targeted | District Funded |
| Edge core curriculum e-Assessments and comprehension coach-DO targeted | District Funded |
| Consultants working with ELD teacher trainings-DO targeted | District Funded |

## Strategy/Activity 14

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support the implementation of math and scientific concepts, especially for underachieving groups (Hispanic students, English learners, socioeconomically disadvantaged) through professional development and collaboration hours

**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) |
|---|---|
| 8,000.00 EWAs & SBAs | Targeted Funds |

## Strategy/Activity 15

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

All students

Strategy/Activity

Release periods (.6 FTE) will be provided to staff the Student Support Center during the school day to provide mentoring/goal setting to students in the domains of academics, social-emotional and behavior as part of the framework of interventions and supports in order to increase student academic, social-emotional and behavioral well being and success. This will help address those behavioral choices that distract from student success inside the classroom and result in ditching, so as to maximize time spent in the classroom.

**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) |
|---|---|
| 60,000 Personnel & EWAs | Targeted Funds |

## Strategy/Activity 16

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

All Students

Strategy/Activity

Provide field trips to support the immersion of culture and real life experiences into the fabric of the academic classes, so as to help support our Hispanic students and English learners identified as key underperforming groups when it comes to math and science.

**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) |
|---|---|
| 15,000.00 Field Trips, SBAs & EWAs | Title I |

### Strategy/Activity 17

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

All Students

Strategy/Activity

Purchase Enhanced Technology in the classrooms for students to conference and connect with students and professionals from other schools and workplaces, especially as relates to science and math. Enhanced classroom technology will promote online collaboration and allow multiple interventions to support students in math and science, while also providing students with enriched college and career opportunities as outlined in Goal #1.

**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) |
|---|---|
| 27,301 Technology and Materials | Targeted Funds |
| 143,059.61 Technology and Materials | Title I |
| 58,756.51 Technology and Materials | Title I |
| Materials and Technology-facilitating distance and blended learning models to mitigate learning loss due to COVID-19 related school closures CRF funds | District Funded |
| 161,452.61 Technology and Materials | Title I |

**Goal Expenditure Summary Goal 2 - 855,800.81**

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

This goal is expanded from previous strategies that identified ELA skills as a schoolwide deficiency and implemented reading and writing across the curriculum. That schoolwide effort helped our school improve our ELA academic performance by three points. The current ELA proficiency rate is more than six times higher than the math rate and more than three times higher than the science

rate. The success of that schoolwide ELA focus is now the basis for this schoolwide focus on STEM. We believe that implementing such schoolwide interventions and supports will help improve our math and science scores.

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

We expect this budget to adequately cover our efforts to address schoolwide academic deficiencies in STEM. Our hope is to keep any budget differentials to a minimum and then to adjust our SPSA accordingly next year.

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.

As we've seen ELA scores improve over the past few years, we have decided to shift our focus toward improving STEM achievement here on campus. This goal, along with the strategies listed, reflect that new priority and mirror many of the previously-implemented interventions that allowed us to improve our ELA scores. We expect to see similar improvements in our math and science scores over the coming year as we implement these interventions schoolwide. However, if such improvement is insufficient, we will continue to address our outcomes and strategies as necessary moving forward.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

Cultivate a Safe and Secure, Positive School Culture that supports all students' personal and academic growth

## Identified Need

In the past year, nearly 30% of our students have been chronically absent, and more than 7% have been suspended. Our school is striving to address these issues in a positive, research-based manner through our Student Support Center, our Check In/Check Out mentorship program, our Urban Scholars program, and our tiered systems of support. Our goal is to effectively fund and streamline these programs so as to minimize suspension rates while also addressing chronic absenteeism. Data indicates that the specific groups who would benefit most from increased support/funding are as follows: foster youth, African American students, and students with disabilities. Specially address 1st period tardies,  double lunching, and 5th and 6th period absences.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension Indicator - CA School Dashboard | 8.9% suspended for at least one day, increased 2.1% | Get all identified focus groups (foster youth, African American students, Homeless and students with disabilities) under a 14% suspension rate |
| Chronic Absenteeism - DataQuest | 30.3% Chronic Absenteeism Rate | Get all identified focus groups (foster youth, students with disabilities, and African American students) under a 40% chronic absenteeism rate |
| PBIS Goals Report - DataCentral | 30% of students have met the goals they set with their PBIS mentor | Increase goal completion rate to at least 302% |
| Student Support Center Referral Report - Internal Report | 1896 referrals this year, a significant decrease as compared with previous year data | Continued decrease in referrals |
| Truancy - DataQuest | 62% truancy rate | decrease by 8% |
| Expulsion Rate - DataQuest | 0.4% expulsion rate | reduce by 50% |

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

Support the Link Crew program through a coordinator position, training, and instructional materials. Link crew will work with all 9th graders to connect them to the culture of EHS and ensure each student has support from underclassmen who can help them adjust to campus norms and expectations, such as attending class consistently and respect campus rules. This will help minimize suspensions and increase our attendance rate.

**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) |
|---|---|
| 4,000.00 Materials | Title I |
| 2,000.00 Materials | Title I |

## 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

Support students through the purchase of motivational materials that will encourage positive campus behavior. These include banners, Murals, motivational speakers, etc.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 8,000.00 Materials | Targeted Funds |

## 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

Promote positive campus culture by purchasing college materials and update/replace/add banners and signage to include AVID Demonstration, SLO's, Academy Recognition, and other campus programs (Digital Arts, Biomedical Sciences) to highlight school programs, achievements, and the college-going culture.

**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) |
| --- | --- |
| 3,000.00 Materials | Targeted Funds |

## Strategy/Activity 4

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

All students

Strategy/Activity

Provide behavioral interventions and extended learning opportunities for student focus groups (foster youth, students with disabilities, and African American students) to meet A-G requirements and make positive behavioral choices.

**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) |
| --- | --- |
| 5,000.00 EWAs & SBAs | Title I |

## Strategy/Activity 5

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

All students

Strategy/Activity

Support Freshman Connect workshops through paying for transportation for Link Leaders to feeder schools, and subs for adults, to implement a workshop in which Link Crew leaders meet with small groups of students, establish goals and plans for students entering high school, and make an immediate connection with students in March prior to students attending Eastside High School.

Host the EHS Road Show at EHS for feeder schools to connect students with programs on-site and registration. Support incoming 8th graders through Crusading to Lions. Create small groups to address freshmen academic supports, behavioral supports, and SEL.

Together, these efforts will help ensure that all our students, and especially those three groups we've identified as needing additional behavioral interventions, can make positive choices starting their freshmen year.

**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) |
| --- | --- |

| | |
|---|---|
| 3200.00 Field Trips | Targeted Funds |
| 3000.00 EWAs & SBAs | Targeted Funds |
| 1280.00 Materials | Targeted Funds |

## Strategy/Activity 6

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide collaboration and professional development for staff to review academic and discipline data, classroom management strategies and develop activities and lessons that ensure that underserved students (FY/homeless, SPED, EL) students are receiving the appropriate academic and social/emotional interventions (including strategies on building positive connections) to be successful in school.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 2,000.00 EWAs & SBAs | Targeted Funds |

## Strategy/Activity 7

**Students to be Served by this Strategy/Activity**

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

EL students

Strategy/Activity

Long term EL Supports and Interventions (including professional development and workshops), instructional resources and professional development to support LTELs to advance their proficiency with English Language acquisition and to ensure that these students continue the behavioral success of the past year (below-average suspension rate of 4.9%, down 2.6% from previous year).

**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) |
|---|---|
| Rosetta Stone Licenses for students to practice with their English skills to assist with core classes-DO Title I | District Funded |
| Professional Development on EL interventions and EL Roadmap Implementation DO Title I | District Funded |

## Strategy/Activity 8

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Send security staff and administration to conferences and professional development sessions to obtain and share information related to gangs, narcotics, school safety, diversity, MTSS strategies, and de-escalation techniques. Additional supplies for Security equipment (carts, batteries, radios, earpieces, etc).

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 20,000 Conferences & Supplies (SBAs & EWAs) | Targeted Funds |

## Strategy/Activity 9

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Support a PBIS/ MTSS committee to develop/refine implementation plan, evaluate progress in implementing PBIS strategies (including reviewing discipline data), support staff in using the strategies, and monitor our implementation plan, and attend conference. Provide professional development on de-escalation strategies, effective communication related to conflict resolution, anger management, building positive relationships and positive discipline strategies (with emphasis on teaching Hampton's seven characteristics of successful urban school students). Funds to purchase supplies for Student Support Center Room and for quarterly student activities (Open POs to COSTCO, Albertsons, Smart and Final, Vince's, games, etc).

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 7,000.00 EWA and SBA | Targeted Funds |
| 8,000 Supplies | Targeted Funds |

## Strategy/Activity 10

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide relevant, frequent (biweekly) distribution of information related to scholarships, college entrance information and deadlines, A-G Interventions, and other educational and extra-curricular opportunities for students in all grade levels.

**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) |
|---|---|
| 3,000.00 Materials & EWAs | Targeted Funds |

## Strategy/Activity 11

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

ASB Students

Strategy/Activity

Students in Leadership classes and activities to attend Leadership conferences; attend field trips to learn leadership skills to enrich school environment and increase student culture and engagement

**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) |
|---|---|
| 6000 Field trips; SBA; transportation costs | Targeted Funds |

## Strategy/Activity 12

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

All students

Strategy/Activity

Counselors to attend Conferences (ASCA and other conferences), with a focus on anger management strategies, personal, social supports, positive communication and building positive relationships. Counselors to attend College and Career Conferences.

**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) |
|---|---|
| 9000.00 Conferences (SBAs & EWAs) | Targeted Funds |

## Strategy/Activity 13

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support materials for VAPA (including supplies, conferences and field trips) to enrich student's academic and emotional experience at Eastside, while simultaneously integrating the arts across the curriculum.

**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) |
|---|---|
| 63,990.00 Trips, Materials, Conferences, SBAs & EWAs | Title IV |
| Arts Coordinator | District Funded |

## Strategy/Activity 14

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Field trips to promote cultural diversity of African American, Latino and other minority cultures for all students.

**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) |
|---|---|
| 3000.00 Field Trips, SBAs & EWAs | Targeted Funds |

**Goal Expenditure Summary Goal 3 - 151,470.00**

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

EHS has maintained a similar rate of suspensions and expulsions when compared to the 2022/2023 school year, but we have a seen a significant improvement in referrals to the Student Support Center. The increased MTSS Interventions and Tiers I, I, and III of PBIS have jump-started the long but important process of encouraging positive behavior on campus. Similarly, the increase of cultural awareness and diversity has shown a marked deduction of intolerance amongst different student cultures and has resulted in thriving student clubs and events offered on campus. Our goal is to continue addressing these behaviors, with a special focus on ensuring students are consistently attending class, so as to decrease our chronic absenteeism rate.

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

None

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.

EHS will further develop immersion field trip and experiences for all students to promote cultural diversity and awareness that gives opportunities to all students to participate in field trips throughout the year.  In addition, EHS will add additional supports for 9th and 10th grade students to reduce suspension and fail rates, as well as interventions to decrease attendance issues and continue to increase student participation in school events. These strategies will help supplement our already-existing PBIS efforts.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

Communciate Effectively with all Educational Partners and continue to build relationships in the community that help provide our students with innovative educational opportunities

## Identified Need

Data indicates that we need to prioritize effective communication with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities and our teachers with the professional supports they need to provide relevant, real-world lessons. This also means working to increase parent engagement with the school and build relationships with parents and community members, including parents of English Learners, as well as increase the training of the staff in providing innovative educational opportunities. Such partnerships, and the ensuing goodwill they create, will help support our school staff and allow us to better recruit and maintain high-quality educators. Currently, only 76% of our teachers are fully credentialed and properly assigned. While this is similar to the average for our district, it is significantly lower than the state average of 83%. Our goal is to provide teacher support through professional development and collaboration, as well as hours for additional responsibilities and training, including for AP classes and our CTE programs and pathways. This increase in collaboration and training will help increase teacher buy-in and prevent teacher burnout, leading to increased access to quality educators for all of our students. Data indicates that the specific groups who would benefit most from increased support/funding are as follows: foster students, English learners, and African American students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Outreach Surveys | | Increase the number of completed parent surveys by 2% |
| School Climate Index | CA Dashboard-suspensions are at 8.9% | Decrease suspensions by 1.0% |
| Social Media | 2/3 of student population followers on Instagram, which is used to communicate important dates and events with student, parents, and community | Reach 1800 followers on Instagram |
| Powerschool usage | | Increase parent usage of PowerSchool by 5% |
| Parent Workshops | | Offer an additional parent workshop next year |
| Back To School Night | Back To School Night offered in both the Fall and Spring semesters | Continue offering BTSN during both semesters to maximize parental involvement |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Teacher Conferences | Monthly "speed-dating" style parent teacher conferences are held for parents and students to meet all of their teachers | Continue offer monthly parent teacher conferences with at least 25 parents participating in each one |
| YouTube Views | 250,000+ views for our school's YouTube channel | Increase viweers to school's youtube channel |
| Website Visits | | Maintain the school website with up-to-date information |

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

Hire a Title I Coordinator who will maintain the Title I budget, conduct quarterly Title I meetings, obtain support and input from stakeholders, facilitate the parent involvement committee, and oversee FPM documentation. Facilitate School Site Council Meetings. Work with EL Coordinator, and upload documents to Title I Crate.

**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) |
|---|---|
| 19,500.00 Personnel Req | Title I |

## 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

Develop and implement a school-wide college and career readiness program to include quarterly student and parent workshops, college visits, classroom college information presentations, back to school night, and additional support materials (junior night, senior night, parent orientation, Making College a Reality, parent evenings at feeder schools to help transition students to high school and be aware of expectations, parent project, etc.). Have advertisement and promotional materials for registration and parent teacher conference. Table clothes, banners, signing, and easyups to promote registration and parent teacher conferences. This strategy has the added benefit of dovetailing nicely with Goal #1 as well.

**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) |
| --- | --- |
| 5,500.00 EWAs, SBAs, & Material | Targeted Funds |

## 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

Promote parental involvement through paying for finger-printing for parent volunteers.

**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 Parent Fees and Materials | Title I |

## Strategy/Activity 4

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

All Students

Strategy/Activity

Further development of a parent outreach offering parents the services and supports to support their students education and involvement at EHS. Extra Hours to conduct Parent meetings and workshops (such as Positiva Disciplina) for ELAC. Workshops to be provided virtually in English and Spanish.

**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) |
| --- | --- |
| 5,000.00 Materials and Technology | Title I |
| Materials and Technology- for communication with families and facilitating distance and blended learning models to mitigate learning loss due to COVID-19 related school closures COVID funds | District Funded |
| EWA for EL Site team for ELAC meetings and Parent workshops-DO Targeted | District Funded |

| | |
|---|---|
| Virtual and In Person Workshops for Parents of English Learners-DO Title I | District Funded |

## Strategy/Activity 5

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

All Students

Strategy/Activity

Support and build opportunities for showcasing EHS to community partners.

**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) |
|---|---|
| 2,500.00 Trips, Materials, EWAs and SBAs. | Targeted Funds |
| 5,000 Trips, Materials, EWAs and SBAs. | Title I |

## Strategy/Activity 6

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

All Students

Strategy/Activity

Provide teachers and staff the opportunity to grow professionally and offer students additional opportunities by sending staff to conferences to collaborate and learn new strategies for innovation in the high school setting.

**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) |
|---|---|
| 4,000.00 EWA and SBA | Targeted Funds |

## Strategy/Activity 7

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

All students

Strategy/Activity

Support the Stem Expo with supplies for students to showcase their presentations for the school site and the community and work hours for the Coordinator to coordinate the Expo.

**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) |
|---|---|
| 2,000.00 EWAs, SBAs and Materials | Targeted Funds |

**Goal Expenditure Summary Goal 4 - 44,000.00**

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

EHS has increased communication through the parent meetings/conferences, online communication (Lion Link, dialers, email, YouTube channel), parent survey responses and attendance at BTSN. We have seen an increase of parents and community members serving on the school site council as well as the Title I and ELAC groups, and PIQUE and Disciplina Positiva Workshops. We have also begun tapping into local professional connections as part of our CTE pathways and internships.

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

None

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.

Continue to develop the areas of successful communication and increase the use of our Title I Coordinator for parental outreach and involvement. Begin extending that outreach to include local professionals as well, so as to better facilitate internships and professional connections.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

Ensure that Students With Disabilities are being provided equitable access to resources related to college and career readiness, 21st century learning, and a safe and positive school climate.

## Identified Need

Data shows that our English learners, foster youth, and our students with disabilities are too often falling behind their peers. For example, Only 40.3% of our English Learners are making progress toward language proficiency, a decline of 7.3% since the last school year. Despite this decline, English learners have shown improvement on the ELA portion of the NWEA, increasing 5.7 points over last year's score, with our recently reclassified students increasing an average of 69.2 points. Our goal is to double down on those interventions that have proven successful, such as the English Intensive 9 class, and to work with our EL coordinators and EL team to fully implement research-based instructional strategies and supports across the curriculum, especially as regards our CTE pathways and AP courses. We want our English learners to have access to the entire schedule and to have the tools and support necessary to succeed in their English-based coursework, while also providing opportunities for cultural celebration and acknowledgment, such as our award-winning Los Leones folklorico dance group or the California Seal Of Biliteracy. Similarly, our students with disabilities are twice as likely to be suspended and have nearly a 50% chronic absenteeism rate, leading to a graduation rate of only 64.4%. This is a full twenty points below the general student population. We must continue to address this inequity as a central part of our plan moving forward.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Learner Progress Indicator - CA School Dashboard | 31.2% of English learners made progress toward language proficiency, a 2.2% decline from the previous year | Increase language proficiency progress rate to at least 50% |
| College/Career Indicator - CA School Dashboard | Only 7.6% of our Students with Disabilities are prepared, 4% increase | Increase UC/CSU completion rates for Students with Disabilities to at least 15% |
| CTE Pathway Completion - SARC | 28.5% | Ensure CTE pathways have adequate supports for English Learners, Students with Disabilities and Foster students so that we can raise completion rates to 8% or higher for both of these groups. |
| Chronic Absenteeism - CA Dashboard | 30.3% | Lower the chronic absenteeism rate among our students with disabilities and foster youth to levels below 40% by ensuring that students who are on campus are actually going to classes through a combination |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | of PBIS, security escorts, and tardy sweeps |
| Graduation Rates - CA Dashboard | Students with disabilities only had a 65.9% graduation rate, and maintained at -0.8% | Increase graduation rate for students with disabilities to at least 70% |

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)

Students with Disabilities

Strategy/Activity

Professional development opportunities for certificated and classified staff on strategies to increase access to curriculum in general education settings. Training also on best practices of incorporating accommodations for students into lessons in general education settings.

**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) |
|---|---|
| SBA hours for PD | District Funded |
| EWA for PD | District Funded |

## Strategy/Activity 2

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

Students with Disabilities

Strategy/Activity

Parent workshops will be offered in conjunction with Special Education and Counseling Offices to assist students with course selections and strategies to help students academically

**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) |
|---|---|
| EWA for staff to hold parent workshops | District Funded |
| Funds for supplies for Parent Workshops | District Funded |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities, Foster Youth, English Learners

Strategy/Activity

Collaboration Hours to meet with MTSS team to review behavior data and create  Tier 1, 2, and 3 strategies to be used for students that are needing additional supports

**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) |
| --- | --- |
| EWA Collaboration Hours | District Funded |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities, Foster Youth, English Learners

Strategy/Activity

Collaboration Hours to meet with  other teachers to review Academic data, such as NWEA data and create strategies to be used for students that are needing additional supports

**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) |
| --- | --- |
| EWA Collaboration Hours | District Funded |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

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

Foster/Homeless Youth

Strategy/Activity

Supplies for resilient scholar events to be held throughout the school year. This includes school supplies for student backpacks

**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) |
| --- | --- |

| | |
|---|---|
| 4000 materials purchase | Targeted Funds |

### Strategy/Activity 6

**Students to be Served by this Strategy/Activity**

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

Foster/Homeless Youth

Strategy/Activity

Field trips to promote college going culture and career exploration to increase interest from students

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 10000 field trips | Targeted Funds |

**Goal Expenditure Summary Goal 4 - 14,000.00**

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

# ANALYSIS

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

Our school is a diverse community, with significantly higher-than-average numbers of SPED students, English learners, and foster youth. That diversity is a strength, and we have made efforts to celebrate that fact. Whether it's our SPED prom, our award-winning Los Leones folklorico dance group, or the Independent City event that has become a model for other foster events across the country, we pride ourselves on our joyful inclusion of our SPED students, our English Learners, and our foster youth populations. That being said, we know that these groups are still achieving at levels lower than their peers and that this work must continue until these students are given equitable opportunities for success.

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

The number of foster youth and students with disabilities have both increased this year, so we will need to continue allocating additional funds to adequately address the disparity in student outcomes.

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.

Continue expanding the activities and support for foster youth, special education students, and English learners, with a special emphasis on data review and field trips to increase awareness of post-secondary options beyond high school.

# 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 | $1,150,964.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $1,881,250.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $1,086,974.00 |
| Title IV | $63,990.00 |

Subtotal of additional federal funds included for this school: $1,150,964.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| District Funded | $87,500.00 |
| Targeted Funds | $642,786.00 |

Subtotal of state or local funds included for this school: $730,286.00

Total of federal, state, and/or local funds for this school: $1,881,250.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I | 1,086,974.00 | 0.00 |
| Targeted Funds | 642,786.00 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| District Funded | 87,500.00 |
| Targeted Funds | 642,786.00 |
| Title I | 1,086,974.00 |
| Title IV | 63,990.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 163,500.00 |
| None Specified | 515,855.99 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | District Funded | 87,500.00 |
| | Targeted Funds | 368,980.00 |
| None Specified | Targeted Funds | 273,806.00 |
| | Title I | 844,924.01 |
| None Specified | Title I | 242,049.99 |
| | Title IV | 63,990.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
| --- | --- |
| Goal 1 | 815,979.19 |
| Goal 2 | 855,800.81 |
| Goal 3 | 151,470.00 |
| Goal 4 | 44,000.00 |
| Goal 5 | 14,000.00 |

# School Site Council Membership

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

1 School Principal

5 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Blake Stanford | Principal |
| Marina Scates | Other School Staff |
| Erich Guab | Classroom Teacher |
| Darcy McQueeny | Classroom Teacher |
| Cassandra Brown | Classroom Teacher |
| Kristen Williams | Classroom Teacher |
| Silvia Vital | Other School Staff |
| Melody Hall | Classroom Teacher |
| Angela Gonzalez Diaz | Secondary Student |
| Fernando Mora Sanabria | Secondary Student |
| Celine Diaz | Parent or Community Member |
| | Parent or Community Member |
| | Secondary Student |
| | Other School Staff |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | English Learner Advisory Committee |
|  | Title I Parent Committee |
| | Other: Instructional Leadership Committee<br>Curricular departments<br>Student Leadership Council |

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 05/21/2026.

Attested:

| | |
| --- | --- |
|  | Principal, Blake Stanford on 5/21/26 |
|  | SSC Chairperson, Ileana Amador on 05/21/2026 |

# 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.**


Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

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