

School Year: 2018-19

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Ellwood Elementary	6045421	9-26-2018	11-7-2018

Stakeholder Involvement

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


Involvement Process for the SPSA and Annual Review and Update

The 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:

1. The SSC is correctly constituted, with 5 parents, 3 teachers, 1 classified employee and 1 administrator, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the English Learner Advisory Council before adopting this plan.
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 26, 2018.

Attested:

Ned Schoenwetter



Signature of Principal

10/8/18

Date

Jennifer Bircham



Signature of SSC Chairperson

10/8/18

Date

Goals, Strategies, & Proposed Expenditures

Goal 1

Reading: 100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd – 6th) assessments, and Smarter Balanced Assessment Consortium (SBAC) Tests.

Basis for this Goal

Kindergarten/1st Grade: RenSTAR Early Literacy data

2nd – 6th Grades: RenSTAR: Growth year-to-year comparison (SGP) and RenSTAR: Percentile ranking (PR) 40% or higher

3rd – 6th Grades: 2018 SBAC: students at meets or exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 Fall 2018 Early Literacy – scaled scores	<table border="1"> <tr> <td>K</td> <td>56% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>67% At/Above 612 SS</td> </tr> </table>	K	56% At/Above 499 SS	1 st	67% At/Above 612 SS	100% of our student cohorts in Kinder and 1 st grades will increase their scaled scores in early literacy skills						
K	56% At/Above 499 SS											
1 st	67% At/Above 612 SS											
STAR 360 Fall 2018 Reading – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>48% At/Above 182 SS</td> </tr> <tr> <td>3rd</td> <td>46% At/Above 323 SS</td> </tr> <tr> <td>4th</td> <td>65% At/Above 424 SS</td> </tr> <tr> <td>5th</td> <td>52% At/Above 525 SS</td> </tr> <tr> <td>6th</td> <td>44% At/Above 626 SS</td> </tr> </table>	2 nd	48% At/Above 182 SS	3 rd	46% At/Above 323 SS	4 th	65% At/Above 424 SS	5 th	52% At/Above 525 SS	6 th	44% At/Above 626 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in reading proficiency
2 nd	48% At/Above 182 SS											
3 rd	46% At/Above 323 SS											
4 th	65% At/Above 424 SS											
5 th	52% At/Above 525 SS											
6 th	44% At/Above 626 SS											
STAR 360 Fall 2018 Reading - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts will increase reading proficiency over the school year										
STAR 360 Fall 2018 Early Literacy Percentile Rankings	Need 3 assessment data points to get growth report.	All of our student cohorts in Kinder and 1 st grades will increase in the percentage of students testing at or above the 40% student growth percentile rankings.										
STAR 360 Fall 2018 Reading – Percentile Rankings	<table border="1"> <tr> <td>2nd</td> <td>48% At/Above 40 PR</td> </tr> <tr> <td>3rd</td> <td>46% At/Above 40 PR</td> </tr> <tr> <td>4th</td> <td>65% At/Above 40 PR</td> </tr> <tr> <td>5th</td> <td>52% At/Above 40 PR</td> </tr> <tr> <td>6th</td> <td>49% At/Above 40 PR</td> </tr> </table>	2 nd	48% At/Above 40 PR	3 rd	46% At/Above 40 PR	4 th	65% At/Above 40 PR	5 th	52% At/Above 40 PR	6 th	49% At/Above 40 PR	All of our student cohorts in 2 nd – 6 th grades will increase in the percentage of students testing at or above the 40% student growth percentile rankings.
2 nd	48% At/Above 40 PR											
3 rd	46% At/Above 40 PR											
4 th	65% At/Above 40 PR											
5 th	52% At/Above 40 PR											
6 th	49% At/Above 40 PR											

SBAC – English Language Arts

3 rd	62% Met or Exceeded
4 th	55% Met or Exceeded
5 th	56% Met or Exceeded
6 th	59% Met or Exceeded

100% of our student cohorts in 3rd – 6th grades will increase the percentage of students scoring in the Met or Exceeded Standards range on the English Language Arts portion of the CAASPP

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Ellwood School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Ellwood School will review and revise schedules to optimize collaboration times at each grade level. The goal will be to add a third collaborative time for grade level team. Teachers will meet weekly during professional learning team (PLCs) to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps. These will be combined with quarterly data team meeting to discuss student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional site cost as District CORE budget covers PE, Art and Music specialists.
Source(s)	CORE
Budget Reference(s)	Budget reviewed at Site Council

Goal 1: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Ellwood School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Ellwood School teachers will refine our intervention and target time schedules to better utilize resources and materials to meet the academic needs of our students in Language Arts. This modification to our MTSS will help us better serve the needs of our struggling and advanced learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Teacher release time for planning will be covered by CORE funds. Certificated Tutors to support targeted interventions for English Language Arts: \$38,282 (Three days per week.)
Source(s)	Title I: \$26,335 LCAP: \$26,640
Budget Reference(s)	Budget reviewed at Site Council

Goal 2

Mathematics: 100% of Ellwood School student cohorts in grades 2 - 6 will show growth as measured by Renaissance STAR Math Program (STAR 360) and the SBAC state testing when compared to last year's data.

Basis for this Goal

2nd – 6th Grades: RenSTAR: Growth year to year comparison (SGP) and RenSTAR: Percentile ranking (PR) 40% or higher

3rd – 6th Grades: 2018 SBAC: Students at meets or exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 Fall 2018 Math – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>50% At/Above 396 SS</td> </tr> <tr> <td>3rd</td> <td>54% At/Above 482 SS</td> </tr> <tr> <td>4th</td> <td>67% At/Above 567 SS</td> </tr> <tr> <td>5th</td> <td>61% At/Above 634 SS</td> </tr> <tr> <td>6th</td> <td>65% At/Above 699 SS</td> </tr> </table>	2 nd	50% At/Above 396 SS	3 rd	54% At/Above 482 SS	4 th	67% At/Above 567 SS	5 th	61% At/Above 634 SS	6 th	65% At/Above 699 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics
2 nd	50% At/Above 396 SS											
3 rd	54% At/Above 482 SS											
4 th	67% At/Above 567 SS											
5 th	61% At/Above 634 SS											
6 th	65% At/Above 699 SS											
STAR 360 Fall 2018 Math - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics										
STAR 360 Fall 2018 Math – Percentile Rankings	<table border="1"> <tr> <td>2nd</td> <td>50% At/Above 40 PR</td> </tr> <tr> <td>3rd</td> <td>54% At/Above 40 PR</td> </tr> <tr> <td>4th</td> <td>67% At/Above 40 PR</td> </tr> <tr> <td>5th</td> <td>61% At/Above 40 PR</td> </tr> <tr> <td>6th</td> <td>65% At/Above 40 PR</td> </tr> </table>	2 nd	50% At/Above 40 PR	3 rd	54% At/Above 40 PR	4 th	67% At/Above 40 PR	5 th	61% At/Above 40 PR	6 th	65% At/Above 40 PR	All of our student cohorts in 2 nd – 6 th grades will increase in the percentage of students testing at or above the 40% student growth percentile rankings.
2 nd	50% At/Above 40 PR											
3 rd	54% At/Above 40 PR											
4 th	67% At/Above 40 PR											
5 th	61% At/Above 40 PR											
6 th	65% At/Above 40 PR											

SBAC Spring 2018 – Mathematics

3 rd	59% Met or Exceeded
4 th	51% Met or Exceeded
5 th	41% Met or Exceeded
6 th	54% Met or Exceeded

100% of our student cohorts in 3rd – 6th grades will increase the percentage of students scoring in the Met or Exceeded Standards range on the Mathematics portion of the CAASPP

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Ellwood School, including all subgroups, will be served by this strategy.

Strategy/Activity

Ellwood School will review and revise schedules to optimize collaboration times at each grade level. The goal will be to add a third collaborative time for grade level team. Teachers will meet weekly during professional learning team (PLCs) to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps. These will be combined with quarterly data team meeting to discuss student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

No additional site cost as District CORE budget covers PE, Art and Music specialists.

Source(s)

CORE

Budget Reference(s)

Budget reviewed at Site Council

Goal 2: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Ellwood School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Ellwood School teachers will refine our intervention and target time schedules to better utilize resources and materials to meet the Mathematic needs of our students. This modification to our MTSS will help us better serve the needs of our struggling and advanced learners. Math target time will be taught two days a week.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level. Certificated Tutors to support targeted interventions in Math: \$25,400 (2 days per week.)
Source(s)	Title I: \$17,556 LCAP: \$17,758
Budget Reference(s)	Budget reviewed at Site Council

Goal 3

English Language Development goal. All students will increase their frequency and complexity of oral language production.

Basis for this Goal

Instructional Rounds data collected during the 2017-18 school year showed a need for an increase in the amount oral language production by our English Learners at Ellwood. 2018 CAASPP data also showed a significant learning gap between the percentage of our English Learners and our non-English Learners who met or exceeded standards, a 46.3% difference in ELA and a 43.9% difference in Mathematics.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Instructional rounds data from 2018-19 school year.	2017-18 data	We expect to see and increase in the oral language production as assessed in observational data.
Teachers and students will self-assess three times/year the number of times students are producing complex oral language.	Baseline data will be collected during October/November 2018.	We expect to see and increase in the oral language production as assessed in observational data.

PLANNED STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All English Language Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, English Learners at Ellwood School will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level, with lower than average student to teacher class size utilizing Wonders designated ELD curriculum. Certificated tutors will be added to each grade level team daily. They will be teaching the English only groups so that classroom teachers can work with the English Learner students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$43,511
Source(s)	Title 1: \$16,155 Title 3 LEP: \$13,608 Title 3 IMM: \$2,120 LCAP: \$11,628
Budget Reference(s)	Budget reviewed at Site Council

Goal 3: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All English Language Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, teachers at Ellwood School will use planned, structured academic conversations to support increased student talk. Lead teachers will participate in ELD Lesson Study training and teach our staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost to site
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Ellwood will see a 7% growth in the number of students performing in the “standards met” or “standards exceeded” performance bands of the 2017-2018 California Assessment of Student Performance and Progress in language arts and a 5% increase in mathematics when compared to scores from the 2016-2017 assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 SBAC Results	We were looking for 58.3% or more of our students meeting or exceeding standards in ELA and 52.39% or higher in Mathematics.	We saw an increase of 5.9% of our students meeting or exceeding standards in ELA and 3.4% in Mathematics.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use our Multi-Tier System of Support (MTSS) to address English Language Arts (ELA) and math needs of struggling and advanced learners, as well as English Language Learners.	This occurred		
August-May- work with a core team in the MTSS process	This occurred	\$0	No cost
September 2017- Conduct baseline assessments in STAR 360, DIBELS, ADEPT and SIPPS to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.	This occurred	\$0	No cost

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
November 2017- Administer interim assessments according to assessment schedule.	This occurred	No cost	No cost
September - June 2018 Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Conduct benchmark measures (3x year); (STAR 360, DIBELS, ADEPT and SIPPS) Choose and purchase additional research-based ELA intervention materials, i.e. SIPPS Create a schedule conducive to MTSS	We ended up having 3 meetings to develop intervention plans. Interventions did occur in the Learning Center Classroom weekly. We conducted STAR 360 monthly. Dibels and ADEPT three times a year. SIPPS assessments were conducted quarterly. Additional intervention materials were purchased through Special Services. We did not recreate a schedule for MTSS.	\$750 in subs for meetings. Intervention costs estimated at \$51,501	\$750 Actual costs \$55,000, included Certificated Tutor time and Ren Star 360 program

ANALYSIS

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

The MTSS team at Ellwood during the 2017-18 school year had some new people, including the principal and learning center teacher. This gave us the chance to start fresh with a new approach to using data to drive our decisions. Our MTSS team was able to meet with each grade level team four times throughout the school year. We increased the frequency we were giving the RenStar assessments from quarterly to monthly. We gave all of the district benchmark assessments. Our learning center teachers gave SIPPS assessments and taught the intervention program. We did not give the Dibels, since the RenStar gave us similar data. Grade level teams reviewed student data weekly at p.e. release times. We used this data to select students in need of intervention in the learning center or with certificated tutors. We also added a third learning center teacher for the afternoons from January to May 2018 to help with intervention needs.

The frequency and routine of our grade level data meetings, data teams and SST meetings all grew last year. With that increase in our MTSS routines and structure we saw increases in student learning.

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

The focus on assessments, data analysis and the MTSS process were effective in getting us close to achieving our goal. We were able to implement most strategies outlined in this goal except for the few assessment pieces that we mentioned earlier. The intervention support was effective in meeting the needs of our struggling learners.

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

We ended up adding more certificated tutor time in the afternoons between January and May of 2018. This extra intervention help was targeted to our upper grade students.

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 Single Plan.

Goal 2

English Learner (EL) Goal: 100% of Ellwood students will demonstrate growth in language fluency as evidenced by the Smarter Balanced State Tests (SBAC), California English Language Development Test (CELDT) and/or A Developmental English Proficiency Test (ADEPT) assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Scores ADEPT Scores DIBELS Scores STAR 360 Scores Reclassification rates CELDT Band growth SBAC Scores	We expected to see growth for all English Learner students in one or more of the assessments listed.	We were able to see growth for all students using the metrics listed. This growth varied in level. Our RenStar data showed growth for all EL's but the Student Growth Percentile varied greatly, with many students falling below the goal of 40 SGP.

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will offer ELD service on a daily basis to meet the needs of our EL	This occurred. We did hire certificated tutors to support ELD instruction.	Certificated Tutors for ELD (\$54,936 [Title	\$54,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>students. This program will be supported by extra certificated tutor hours, new materials and training for teachers. The school will refine our Multi-Tier System of Support to address the specific needs of our English Learners who need additional support of extension.</p>		<p>I/Title III/Title III Immigrant) (LCAP, Title I, Title III)</p>	
<p>August 2017 - Train classroom teachers and ELD teachers in the new Wonders ELD components</p>	<p>This occurred</p>	<p>All costs incurred by district</p>	<p>All costs incurred by district</p>
<p>September 2018- Monitor in-class assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p>	<p>This occurred. We moved to using RenStar 360 assessments monthly.</p>	<p>No cost</p>	<p>No cost</p>
<p>November 2017- Administer benchmark assessments according to assessment schedule.</p>	<p>This occurred</p>	<p>No cost</p>	<p>No cost</p>
<p>Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Implement newly purchased research-based English-Language Arts intervention materials.</p>	<p>We conducted meetings 3 times during the school year. We did implement Tier II interventions in the classroom and Learning Center and we monitored student progress. Student groupings were flexible based on student growth.</p>	<p>Release time for Bi- monthly MTSS meetings - \$3,200 (LCAP, Title I, Title III)</p>	<p>\$3,000</p>
<p>Implement ELD instruction using systematic ELD with supplemental curricular materials. Progress monitor</p>	<p>This occurred</p>	<p>No cost</p>	<p>No cost</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
ELL students (DIBELS, ADEPT) Create a schedule conducive to MTSS Utilize evidenced-based instructional strategies, i.e. close reading, sentence frames, academic language			
Administer ELPAC Assessment Grades Kindergarten – 6th	ELPAC assessments were given	No cost	No cost

ANALYSIS

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

We implemented all of the strategies listed with exception of using Systematic ELD. The district provided training on the new Wonders ELD materials and they were taught at every grade level. We administered all of the assessments indicated including the new ELPAC.

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

The program was effective as measured by our scores, but could be better. We did find needs for more support for our English Learners in mathematics and we continued to see a significant achievement gap between our English Learner students and our English Only students.

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

There were not any significant differences.

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 analyzed the results of our data we continue to see a need for focus on our English Learner students. While our students score better on the ELA portion of the CAASPP than the GUSD average, 20.4% meeting or exceeding standards vs. 18.3%, we are lacking in the Mathematics portion, 14.6% vs 21.9%.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 131,979

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 131,979

Consolidation of Funds

Federal Programs	Allocation (\$)
Title 1-Part A – School Allocation	\$60,047
Title III- Part A – Limited English Proficiency	\$13,603
Title III-Part A - Immigrant	\$2,120

Subtotal of consolidated federal funds for this school: **\$75,770**

State or Local Programs	Allocation (\$)
LCAP – Local Control Accountability Plan	\$56,209

Subtotal of consolidated state or local funds for this school: **\$56,209**

Total of consolidated (federal, state, and/or local) funds for this school: **\$131,979**

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Glossary of Acronyms

ADEPT	A Developmental English Proficiency Test	LEP	Limited-English-Proficient
BPST	Basic Phonics Skills Test	LNF	Letter Naming Fluency
CCSS	Common Core State Standards	PI	Program Improvement
CDS	County-District-School Code	QEIA	Quality Education Investment Act
CE	Compensatory Education	RFEP	Reclassified as Fluent English Proficient
CELDT	California English Language Development Test	SBAC	Smarter Balanced Assessment Consortium
ConApp	Consolidated Application	SIG	School Improvement Grant
CPM	College Preparatory Mathematics	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Site Words
CTE	Career and Technical Education	SPSA	Single Plan for Student Achievement (i.e. this document)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	SSC	School Site Council
EC	California Education Code	SST	Student-Study Team
EL	English Learner	STAR 360	Renaissance STAR Reading, Math and Early Literacy Program
ELA	English Language Arts	SY	School Year
ELD	English Language Development	Title I-IV	Strengthening and Improvement of Elementary and Secondary Schools (20 U.S.C. 6301 et seq.)
EIA-LEP	Economic Impact Aid/Limited English Proficient		
EIA-SCE	Economic Impact Aid/State Compensatory Education		
ESEA	Elementary and Secondary Education Act		
FPM	Federal Program Monitoring		
GUSD	Goleta Union School District		
LCAP	Local Control Accountability Plan		
LCFF	Local Control Funding Formula		
LEA	Local Educational Agency (i.e. GUSD)		