

School Year: **2019-20**

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
Congressman Jerry Lewis Elementary School	36-73890-6035331		

Purpose and Description

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

Schoolwide Program

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

- A comprehensive needs assessment (pursuant to ESSA)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 14
 - Student Population 16
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 24
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 37
 - Goal 3..... 42
 - Goal 4..... 43
 - Goal 5..... 44
- Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
- Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 46
 - Expenditures by Goal 47
- School Site Council Membership 48
- Recommendations and Assurances 49

Instructions.....50
 Instructions: Linked Table of Contents.....50
 Purpose and Description.....51
 Stakeholder Involvement.....51
 Resource Inequities51
Goals, Strategies, Expenditures, & Annual Review52
 Annual Review53
 Budget Summary54
 Appendix A: Plan Requirements56
 Appendix B:.....59
 Appendix C: Select State and Federal Programs61

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys were completed for the parents and staff during the 2018-2019 school year.

The staff survey results provide opportunity for continued growth and providing support for the staff. 34 staff members (certificated and classified) completed the survey:

- 82% of the staff Agreed or Strongly Agreed that Lewis was a supportive and inviting place for students to learn.
- 85% of the staff Agreed or Strongly Agreed that Lewis promotes trust and collegiality among staff.
- 73% of the staff Agreed or Strongly Agreed that Lewis provides the materials, resources, and training needed to do their job effectively.
- 32% of the staff Agreed or Strongly Agreed that the school effectively handles student discipline and behavioral problems.
- 91% of the staff Agreed or Strongly Agreed that Lewis is a safe place for students.
- 94% of the staff Agreed or Strongly Agreed that Lewis is welcoming to and facilitates parent involvement.
- 80% of the staff Agreed or Strongly Agreed that Lewis has sufficient resources to create a safe campus.
- 91% of the staff Agreed or Strongly Agreed that they feel supported by their administrator.
- 91% of the staff Agreed or Strongly Agreed that their administrator provides organizational support for collaboration.

The parent survey results were based on a very small sample of parents but provide great insight into how our parents look at the school for our continued growth. Only 85 parents completed the survey:

- 89% of parents said that staff are friendly and helpful All of the Time or Most of the Time.
- 92% of parents said that the administrator was easy to talk to All of the Time or Most of the Time.
- 44% of parents said Yes that parents are involved in planning, implementing, or evaluating school programs; 7% said No; 49% said they Didn't Know.
- 93% of parents said that their involvement in their child's education is valued at Lewis with Strongly Agree or Agree.
- 88% of parents said that Lewis sets high standards for academic performance for all students with Strongly Agree or Agree.
- 85% of parents said that Lewis is good about staying in touch with them with Strongly Agree or Agree.
- 84% of parents said that Lewis clearly communicates to students the consequences of breaking school rules with Strongly Agree or Agree.
- 86% of parents said that Lewis rewards good student choices and behaviors with All of the Time or Most of the Time.
- 86% of parents said that they would recommend Lewis to other parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations are done continually throughout the school year by the administration at Lewis. Silver Valley district administration meets with school administrators through One-to One conferences to support principals and the needs of the teachers and students in the classrooms. At the school level, Student Monitoring Conferences are held two to three times per year to discuss individual students needs for academics, behaviors, and social emotional needs. Classroom observations are completed according to our bargaining unit agreement for evaluations. For probationary employees, two official observations are completed each year and for permanent employees one observation is completed every other year. Ten year employees are on a five year cycle for evaluation. Administration then meets with the employees to discuss current teaching practices and how to support the teacher in the classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Credentialed teachers are expected to use a variety of assessments to modify instruction and improve student achievement. These may include DRA2, Moby Max, Raz Kids, and ESGI, STAR Enterprise Reading/Early Literacy, STAR Enterprise Math and Pearson Realize student achievement data related to their classes. Teachers will use this information to target instruction in the classroom including differentiating instruction for students at different levels. Assessments are also used to identify students for after school tutoring, scaffolded instruction, and Student Success Team. CELDT assessments are used to identify English Learners and support English language development instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Credentialed teachers use the above mentioned assessments as well as ongoing informal assessment, curriculum assessments and teacher created common assessments to modify their instruction. Daily checking for understanding is used to modify instruction while teaching. The above mentioned assessments are also used to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff are considered Highly Qualified Teachers according to No Child Left Behind requirements. Instructional aides are also considered highly qualified to work with students. All instructional staff is cleared through our Human Resources Department and they ensure we have highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Lewis Elementary School has two Transitional Kindergarten, six Kindergarten, seven first grade and seven second grade teachers. We also have two Special Day Class teachers, one resource specialist, one and one half shared speech and language specialists, one Response to Intervention teacher, one and one half PE teachers, and one music teacher. All teachers have access to district provided professional development that include: Science, English Language Arts, Math, Social/Emotional Learning, and Behavior Support Training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Learning Communities are a focus at Lewis Elementary. Our instructional program is built on the four essential questions.

1. What is it we want our students to know?
2. How will we know they have learned it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

These questions guide us to differentiation in the classrooms to make sure all students are getting the instruction they need.

Current professional development is focusing on: Science, English Language Arts, Math, Social/Emotional Learning, and Behavior Support Training.

Teachers use their PLC Wednesday and district collaboration time to discuss common practices, best practices, planning instruction and specific students and what strategies may support them in their learning.

Pearson enVision Math program has been adopted for math; McGraw-Hill Wonders has been adopted for english language arts; Pearson Realize has been adopted for Science; and Second Step has been adopted for our Social/Emotional Learning curriculum. Professional development is being provided to staff to support the implementation of the programs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development has been ongoing and focused in the areas of English Language Arts and Math over the past several years. The adopted language arts series of Wonders McGraw-Hill has had training with teachers to focus on the materials available, strategies for specific reading and writing development. Pearson has also provided specific math training in the nine mathematical principals of Common Core and enVision Math, and are providing ongoing training to implement the program. Singapore Math strategies have also been presented to all teachers over the last four years. Currently the district and our school is providing Common Core training in ELA for new teachers with a specialist, Pat Pavelka, providing specific instruction at each grade level in implementing Common Core Standards. Writing and implementation of effective instructional strategies is a focus for the 2019/2020 school year with this training. Kristin Hilty is our specialist that was contracted starting this school year to support math implementation. We also added Lisa Rogers to support us with Behavior and Social/Emotional Learning. Technology has also been a focus to support implementation of Common Core. Students have access to five iPads for centers as well as five computers per classroom for online instruction and support for students. This year, all teachers are being provided with new LCD projectors in the ceiling of the classrooms and surround sound is embedded for teachers to use during instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District wide collaboration is conducted approximately every 8 weeks for each grade level throughout the year. During our Wednesday PLC days, we have implemented collaboration time for each grade level while our PE and Music teachers provide movement activities for the students one grade level at a time. This has provided the general education and special education teachers the opportunity to plan, share instructional strategies and discuss best practices. PLC Wednesday afternoons also provide time for the grade levels and staff all together to collaborate and vertically align instructional practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In the past, Silver Valley Unified School District provided opportunity for teachers to come together with professional guidance to create pacing guides, lesson plans and common assessments based on the Common Core Standards and current curriculum. They adjust and adapt these guides each year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lewis Elementary School verifies the total instructional minutes as required each year. Daily schedules are provided to administration each year to ensure instructional minutes are being met in reading, language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides are developed and revised each year with staff for the following year with our professional developers. Response to Intervention is provided in a variety of ways at Lewis Elementary. After school tutoring is provided for extra support outside the instructional day for students still needing extra support. K through 2nd grade has access to Moby Max for Math and ELA. All teachers also have access to Raz-Kids for reading. These programs support student instruction at their level and provide extra support for students on a daily basis.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District adopted instructional materials are provided to all teachers and students through the state textbook adoption cycle. The district provides all of the materials and many support materials with these textbooks. Lewis Elementary also provides supplemental materials as needed to support instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our district adopted materials are Pearson EnVision in mathematics; Scholastic Big Day and Handwriting without Tears (TK), and Wonders McGraw-Hill (K-2nd) in English Language Arts. These English Language Arts materials are aligned to the California State Content Standards. English Language Development and Strategic intervention strategies and kits are included with these materials for English Learners or struggling students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Differentiated Instruction is provided for students in every classroom based on their assessment results and specific needs. Leveled scaffolding is provided for all students and smaller grouping is provided for under-performing students to meet standards.

Evidence-based educational practices to raise student achievement

Small group guided reading in the classroom and response to intervention are research based strategies to improve student learning. ABC Mouse, Raz-Kids and Moby Max are all research based programs that raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After school tutoring is provided for struggling students based on teacher recommendation for ELA and Math. Enrichment clubs are also provided after school at Lewis. The Fort Irwin Community provides sports programs, Girl Scouts, Boy Scouts, and AWANA through the post church community. At school, our active PTA provides assemblies for our students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lewis Elementary School Site Council meets monthly to discuss our Single Plan for Student Achievement and how we meet the needs of our students using our financial resources. We also have Site Strategic Planning scheduled at Lewis to get input from all stakeholders to discuss the needs of our school and our students. The Site Strategic Planning Team then brings forward recommendations to administration and staff. During the 2014-2015 school year, an English Learner Advisory Council was developed to address the needs of our English Learner population at Lewis. This will continue to develop this school year to get input from our English Learner parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Updating technology has been a focus at Lewis Elementary to provide current researched based programs in our Computer Lab and in the classrooms for our students. New LCD projectors were purchased this year, as well sound systems and 28 new computers in our computer lab have been purchased within the last 6 years. This year we were also able to add an additional computer lab. Professional development (Pat Pavelka, Lisa Rogers, and Kristin Hilty) for current teaching practices and the implementation of Common Core instruction have also been a focus for our funding.

Fiscal support (EPC)

Our school site funding is spent based on student needs as well as teacher needs to support student learning. Technology, supplies, support materials and conferences are where our funds are spent. Positive Behavioral Intervention and Support is another area of focus for our school. Our Coyote Store and Tier II interventions are supported by our school funding.

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

Lewis Elementary School Site Council meets monthly to discuss our Single Plan for Student Achievement. Our Annual Review and Update for SPSA is completed yearly with our School Site Council.

Resource Inequities

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

Lewis Elementary School is not in TSI, CSI or ATSI at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.4%	0.73%	0.36%	8	4	2
African American	11.4%	8.24%	10.14%	64	45	56
Asian	0.9%	1.28%	0.72%	5	7	4
Filipino	2.5%	2.20%	1.99%	14	12	11
Hispanic/Latino	32.0%	32.97%	30.07%	180	180	166
Pacific Islander	1.8%	1.28%	1.09%	10	7	6
White	39.8%	42.86%	45.29%	224	234	250
Multiple/No Response	%	%	0.36%			2
Total Enrollment				563	546	552

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	249	262	209
Grade 1	149	141	198
Grade 2	165	143	145
Total Enrollment	563	546	552

Conclusions based on this data:

1. Our largest student group continues to be White, while Hispanic/Latino is the second largest.
2. Our total enrollment from the 18-19 school year increased from the 17-18 school year, but still remains lower than the 16-17 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	60	49	43	10.7%	9.0%	7.8%
Fluent English Proficient (FEP)	4	6	9	0.7%	1.1%	1.6%
Reclassified Fluent English Proficient		3	6	0.0%	5.0%	12.2%

Conclusions based on this data:

1. We have a decrease in the number of students that are considered English Learners due to the fact that we have been able to RFEP more students throughout the year.
2. We have a larger number of students (when compared to other sites) that qualify as English Learners solely on the fact that at their young ages, they are learning the foundations of language (especially in Transitional Kindergarten and Kindergarten).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Conclusions based on this data:

1. Reading is an area of strength for the third graders due to the frequent use of literacy and non-fiction text. Lewis Elementary will continue to support the use of non fiction text and text features as well as a variety of literacy to continue to feed into Tiefert View.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. With the implementation of Common Core strategies and Common Core Pearson EnVision curriculum, all of our teachers are able to plan according to the Common Core standards while using spiral review throughout the school year. Lewis Elementary will continue to support Tiefert View 3rd graders with this Common Core instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1455.3	1418.1	1469.6	1419.4	1421.7	1414.6	18	14
Grade 1	1507.7	*	1513.1	*	1502.0	*	16	8
Grade 2	*	*	*	*	*	*	*	9
All Grades							44	31

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	28.57	*	42.86	*	14.29	18	14
1	*	*	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	*	*	*	*
All Grades	61.36	9.68	*	32.26	*	41.94	*	16.13	44	31

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	*	28.57	*	50.00	*	14.29	18	14
1	68.75	*	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	*	*	*	*
All Grades	65.91	12.90	*	22.58	*	48.39	*	16.13	44	31

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	*	28.57	*	57.14	*	7.14	18	14
1	*	*	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	*	*	*	*
All Grades	52.27	6.45	25.00	29.03	*	48.39	*	16.13	44	31

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	57.14	*	21.43	18	14
1	81.25	*	*	*	*	*	16	*
All Grades	75.00	22.58	*	61.29	*	16.13	44	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	57.14	*	28.57	18	14
1	75.00	*	*	*	*	*	16	*
All Grades	70.45	12.90	*	54.84	*	32.26	44	31

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	66.67	85.71	*	7.14	18	14
1	*	*	*	*	*	*	16	*
All Grades	52.27	9.68	40.91	70.97	*	19.35	44	31

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.71	*	42.86	*	21.43	18	14
1	*	*	*	*	*	*	16	*
All Grades	47.73	22.58	38.64	58.06	*	19.35	44	31

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	49.3%	9.0%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	9.0%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	269	49.3%
Students with Disabilities	62	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	8.2%
American Indian	4	0.7%
Asian	7	1.3%
Filipino	12	2.2%
Hispanic	180	33.0%
Two or More Races	57	10.4%
Pacific Islander	7	1.3%
White	234	42.9%






Conclusions based on this data:

1. In 2017-2018 there were 49.3% of students considered to be socioeconomically disadvantaged. However, this number is based on the those that turned in the Free and Reduced Lunch Applications. This number is most likely higher than what is actually stated.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our academic performance data is based on the performance of third grade students that attend Tiefert View Intermediate School since our 2nd grade students feed into that school.
2. Our chronic absenteeism is in the yellow range. Many of our younger students are out ill often due to the fact that they are still developing their immune systems. We also have lower attendance rates on the days where the military has four day weekends due to military families that take family trips during this time.
3. We have a lower number of suspension rates again due to our age group.

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Green

11.6 points above standard

Increased 7.2 points

143 students

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	0 Students

Conclusions based on this data:

1. Our data is based off of the scores from the third grade students at Tiefort View Intermediate School. There is no comparison data for subgroups based on the fact that our current students do not account for this data.
2. We do however work closely with Tiefort to ensure that our second grade students are focusing on the areas that third graders are showing that they need more support with based on this data.

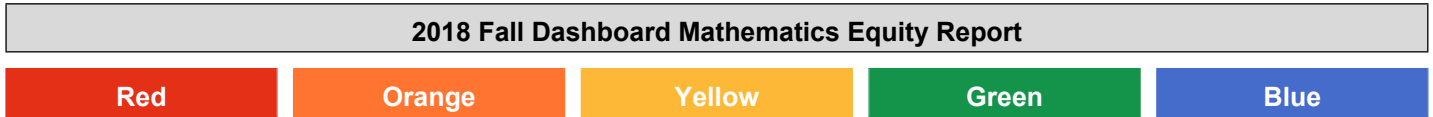
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 7.4 points above standard Declined -4.9 points 143 students	English Learners No Performance Color 0 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 0 Students	Students with Disabilities No Performance Color 0 Students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	0 Students

Conclusions based on this data:

1. Our data is based off of the scores from the third grade students at Tiefort View Intermediate School. There is no comparison data for subgroups based on the fact that our current students do not account for this data.
2. We do however work closely with Tiefort to ensure that our second grade students are focusing on the areas that third graders are showing that they need more support with based on this data.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
44	61.4%	22.7%	6.8%	9.1%

Conclusions based on this data:

1. We have 44 students that were assessed using the ELPAC. We are showing that 6.8% of students at Somewhat Developed and 9.1% of students at Beginning Stage. Many of these students are still building on their language skills development due to their young age.

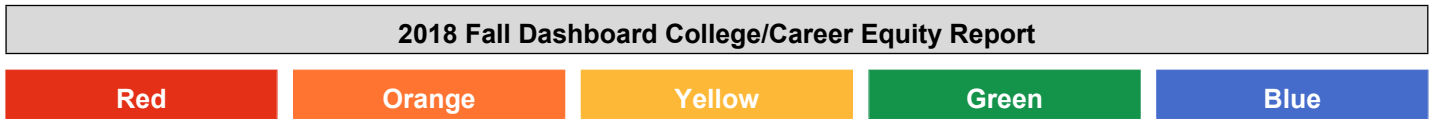
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

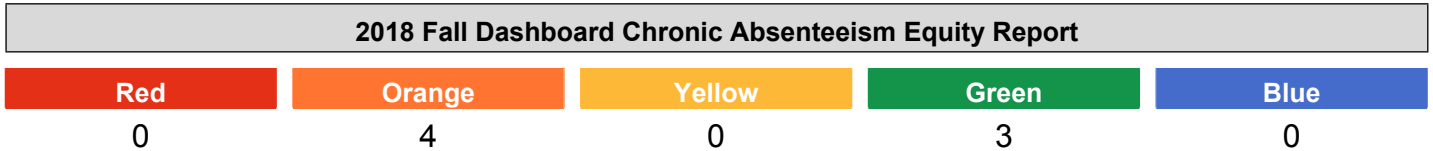
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 9.7% chronically absent Maintained 0.2% 639 students	<p>English Learners</p>  Green 8.6% chronically absent Declined 4.7% 58 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 13.9% chronically absent Increased 0.7% 324 students	<p>Students with Disabilities</p>  Orange 10.1% chronically absent Increased 1% 109 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.9% chronically absent Increased 1.4% 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0% chronically absent Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15% chronically absent Increased 2% 213 students	 Green 4.2% chronically absent Declined 2.1% 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 8.3% chronically absent Declined 0.7% 265 students

Conclusions based on this data:

1. Our Chronic Absenteeism by Students/Student Groups decreased for our English Learners, but increased for our Socioeconomically Disadvantaged and Students with Disabilities.
2. Our Chronic Absenteeism by Race/Ethnicity shows a decrease for those that are Two or More Races or White , but increased for our African American and Hispanic population.

School and Student Performance Data

Academic Engagement Graduation Rate

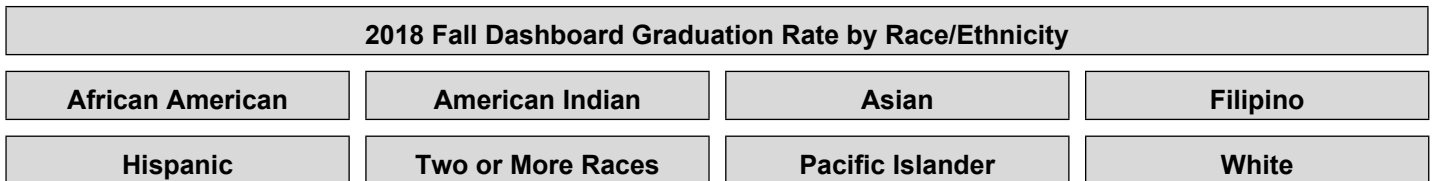
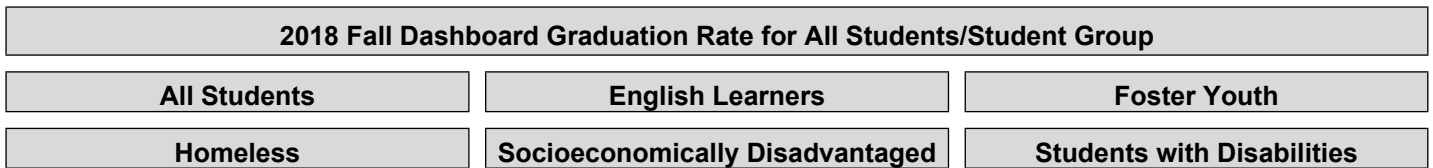
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

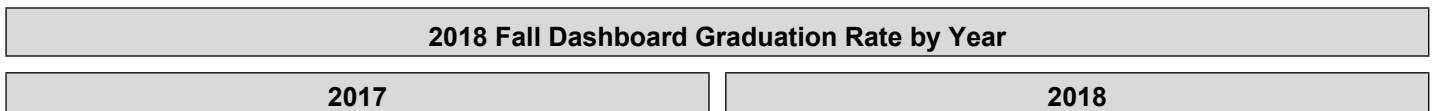
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

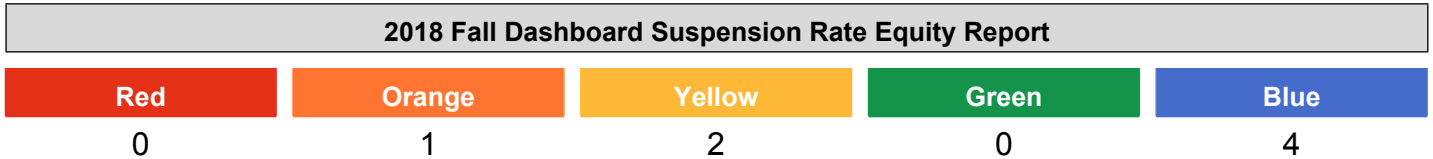
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.3%</p> <p>661 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>58 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.3% suspended at least once</p> <p>Maintained 0%</p> <p>327 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>0.9% suspended at least once</p> <p>Increased 0.9%</p> <p>110 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 61 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0% suspended at least once Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.5% 214 students	 Orange 1.3% suspended at least once Increased 1.3% 77 students	 No Performance Color Less than 11 Students - Data 8 students	 Blue 0% suspended at least once Maintained 0% 274 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	0.1% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. We had a higher percentage of suspensions in 2018 compared to 2017 due to the increase in behaviors that we saw. Students are now being supported with Social Emotional Learning Curriculum so we are expecting to see a drop in the number of suspensions for this year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts and Mathematics

LEA/LCAP Goal

I. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn. This will include fully credentialed teachers, instructional materials that align with common core state standards and safe facilities.

Goal 1: Students will show mastery of essential standards in reading, writing, and mathematics.

Key Actions:

- 1.1- Provide side-by-side professional learning for certificated staff through teacher coaching and modeling.
- 1.2- Expand implementation of Response-to-Intervention to encourage and support learning based on identified student needs.
- 1.3- Implement Common Core State Standards and assessments to enable students to develop 21st Century Skills.
- 1.4- Implement site plans through data analysis, plan revisions and school community involvement to increase student achievement.

Goal 1

Implement, monitor and support tiered instruction so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, County of San Bernardino, State of California and Federal guidelines.

Students will use technology in order to participate in the Moby Max Digital Learning programs in grades K- 2. Students will be monitored using the Renaissance Learning Enterprise Edition of Early Literacy, Reading and Mathematics.

LCAP alignment: Student Achievement, Technology, and Student/Parent Support

Identified Need

To improve the academic achievement of all students at Lewis Elementary School it is important that we ensure all students are receiving high quality instruction that targets individual needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

- Wonders McGraw-Hill with Common Core supplements implementation. Professional Development strategies in English Language Arts specifically designed to support Common Core instruction is used to supplement.
- Implementation of Math Common Core Standards using Pearson enVision Math combined with Singapore Math strategies.
- Continued technology upgrades for full implementation of web based programs and implementation of iPad centers 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)
1000.00	Title I 4000-4999: Books And Supplies Books
500.00	Title I 4000-4999: Books And Supplies iPad apps

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Data Analysis of common assessments, diagnostic assessments, unit tests, weekly assessments, ESGI, Diagnostic Reading Assessment 2 through Professional Learning Communities, Collaboration Time

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	Unrestricted 2000-2999: Classified Personnel Salaries Noon duty support for collaboration time Wednesdays

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Implementation of levels of Response to Intervention

- Progress Monitoring for all students – specific focus on significant subgroups (Student Monitoring Conferences)
- Scaffolding Instruction – Classroom and Grade Level
- Student Success Team Implementation
- ABC Mouse program
- Moby Max Implementation
- Out of classroom interventions - Skill Based After School Program and Enrichment After School Program

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	Unrestricted 5000-5999: Services And Other Operating Expenditures Guest teachers for release time
10000.00	Unrestricted 1000-1999: Certificated Personnel Salaries After School Teachers
1000.00	Unrestricted 4000-4999: Books And Supplies Instructional materials for After School Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- All new teachers will complete professional development for continuing Common Core State Standards on PLC Wednesdays and release days and according to district provided calendar to provide teachers with ongoing support.
- District support collaboration will be provided approximately every 8 weeks throughout the school 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)
	District Funded None Specified Guest Teachers

2000.00	Title I 4000-4999: Books And Supplies Supplemental materials based on Professional Development
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

All students will receive appropriate instructional minutes per CDE guidance using State Blueprints, and adopted curriculum according to class schedules and through honoring instructional time

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)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Provide staff development for research based strategies of best practices in English Language Arts from Pat Pavelka
- Provide staff development for research based strategies of best practice in Mathematics from Kristin Hilty.

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)
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8000.00	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
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2000.00	Title I 5000-5999: Services And Other Operating Expenditures Substitutes
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide Web Access to research based enrichment and remediation programs and software such as Raz Kids, Reading A to Z, ABC Mouse, Moby Max, STAR Enterprise, iPad apps based on specific need.

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)
	District Funded None Specified RenPlace Licensing
5000.00	Unrestricted 5000-5999: Services And Other Operating Expenditures
5000.00	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support materials to implement Common Core strategies including math manipulatives, hands on materials for both ELA and math, informational text for both library and classrooms.

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	Unrestricted 4000-4999: Books And Supplies Books
8000.00	Title I 4000-4999: Books And Supplies Support materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Specific assessment data will be provided in Report Cards each trimester and progress reports in mid trimester will be sent to parents of struggling students for communication. ESGI assessments are also being used for TK- 1st grade

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)
500.00	Unrestricted 4000-4999: Books And Supplies Paper, Ink
	District Funded None Specified Substitutes

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide online assessment practice through Moby Max specifically for 2nd grade but also in the younger grades when appropriate

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)
	District Funded None Specified Licenses

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Cross grade level meetings in Professional Learning Communities to assess student learning and best practices including data analysis (Would include TVIS at end of year.)
- Provide student information cards for TVIS for all transitioning students.
- Conduct transition IEP’s for Colin Powell and TVIS.
- Meet with TVIS for transition of SST students and paperwork.

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)
2000.00	Title I 5000-5999: Services And Other Operating Expenditures Substitutes

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Conduct Parent Nights to support parents learning curriculum and strategies to support students at home specifically in the area of Common Core State Standards and Technology.
- Conduct Parent Volunteer Training

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)
500.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Food for families

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- For TK and Kindergarten conduct TK/Kindergarten Registration
- Spring visitations for Colin Powell Preschool, New Beginnings and CDC, Meet and Greet before school begins. 2nd Grade take field trip to Tiefert View.

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)
500.00	Unrestricted

5000-5999: Services And Other Operating
Expenditures
Substitute

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and School Climate

LEA/LCAP Goal

III. Student Support: We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.

Goal 3: Continue implementation of Positive Behavioral Interventions and Supports (PBIS). Complete all Priority 1 facilities and maintenance projects.

Key Actions:

2.3- Effectively use technology to promote data driven decision, communicate with stakeholders and foster collaboration.

3.1- Continue implementation of Positive Behavior Interventions and Supports (PBIS) and develop tier 2 and 3 interventions based on student needs.

3.3- Implement site and district safety plans to ensure a safe and supportive work environment for all.

3.4- Continue to implement all facilities and maintenance projects detailed in the Facilities Plan.

Goal 2

All students will take part in tiered intervention both academically and behaviorally. All students are provided academic support through individual classroom intervention and scaffolding in each grade level. Extra support for students is provided through a target skills after school program. After school enrichment is provided as well this year. All students are trained on the school wide and classroom expectations of Positive Behavioral Intervention and Support. Data is shared with staff to continue ongoing support of the students for their behavior in all areas of the school. School wide attendance is tracked and encouraged for all students.

LCAP alignment: Student Achievement, Technology, Student/Parent Support

Identified Need

With the growing social and emotional needs of students, it will be important that Lewis implements a variety of opportunities for such needs to be addressed. So that all students can be provided a safe learning environment, it will also be important that behavioral expectations are clear and consistent and that all staff members are enforcing them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Data Analysis through PLC Collaboration of DRA 2 and ESGI results and all computer program results to set up skills groups, scaffolding groups and guided reading groups, IC/Tableau data for behavioral 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Provide Response to Intervention for all students through scaffolding and differentiated instruction in all classrooms and specific students struggling academically through skill based After School Tutoring
- Enrichment will be provided during After School Program
- Full-time Rtl pull out program for grade 1 and 2 to focus on reading foundations

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)

District Funded
None Specified
Appendix B Stipend

3000.00

Unrestricted
1000-1999: Certificated Personnel Salaries
After School Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development focused on researched based academic and behavioral support that could include but not limited to SELPA training, Handwriting without Tears, Differentiated Instruction, Guided Reading

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)
8000.00	Title I 5000-5999: Services And Other Operating Expenditures Registrations, Accommodations, Travel, Site based PD
2000.00	Unrestricted 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Awards - Perfect and Outstanding attendance per trimester and yearly.
- Student of the Month, EARS and Academic Achievement awards each month.

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)
4000.00	Unrestricted 4000-4999: Books And Supplies Awards Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

SARB Process - Promote attendance at school and provide support for students not attending school regularly

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Study Team Meetings - Teachers, Parents, Principal

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)

District Funded
None Specified
Substitute Teachers
Roving Substitute

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide materials for Coyote Store, Check In/Check Out and other Tier II interventions including materials for ADHD like behaviors in the general education classrooms

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)

1500.00

Unrestricted
4000-4999: Books And Supplies
Incentives

1000.00

Unrestricted
4000-4999: Books And Supplies
Instructional Supports

Strategy/Activity 8

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,500.00

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	\$36,500.00
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$37,000.00

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 (\$)
Unrestricted	\$37,500.00

Subtotal of state or local funds included for this school: \$37,500.00

Total of federal, state, and/or local funds for this school: \$74,500.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	36,500.00
Title I Part A: Parent Involvement	500.00
Unrestricted	37,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,000.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	22,500.00
5000-5999: Services And Other Operating Expenditures	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	11,500.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Unrestricted	13,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	3,000.00
4000-4999: Books And Supplies	Unrestricted	11,000.00

5000-5999: Services And Other
Operating Expenditures

Unrestricted

10,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,000.00
Goal 2	19,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Taryn Lamoreaux	Principal
Rebecca Armstrong	Classroom Teacher
Ashley Hegner	Classroom Teacher
Brandie Merren	Classroom Teacher
Monica Pequeno	Other School Staff
Georgia Bolser	Parent or Community Member
Ashley Cunningham	Parent or Community Member
Amber Jennings	Parent or Community Member
Sonja Mitchell	Parent or Community Member
Starr Taylor	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: School Leadership Team

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 November 4, 2019.

Attested:

Principal, Taryn Lamoreaux on 11-4-19
SSC Chairperson, Sonja Mitchell on 11-4-19

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Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Leadership Team

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 November 4, 2019.

Attested:



Principal, Taryn Lamoreaux on 11-4-19

SSC Chairperson, Sonja Mitchell on 11-4-19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.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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