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
Tiefort View Intermediate School	36-73890-0111096	November 7, 2019	December 11, 2018

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.

Tiefort View Intermediate will meet ESSA (Every Student Succeeds Act) requirements to support the academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. The school goals are designed to influence the educational programming of our site and are aligned with the goals of the LCAP. The goals are also designed to support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career

readiness, and local indicators as defined in the Dashboard.

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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).

At Tiefort View Intermediate School we survey parents every year. Surveys were completed during the 2018-2019 school year. The following are the results.

Student Survey
1. When asked, at my school, there is a teacher or some other adult who really cares about me? 90% of the student's surveyed feel there is an adult on campus that really cares for them. Another 9% feel this to be a little true.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 84% of the student's surveyed are told by an adult they are doing a good job. Another 13% feel this to be a little true.
3. When asked, I am engaged and interested in my learning at school? 84% of the student's surveyed are engaged and interested in their learning . Another 12% feel this to be a little true.
4. When asked, are you happy to be at this school? 92% of the student's surveyed stated they strongly agree or agree with this question.
5. When asked, do you feel the teachers and other adults treat students fairly at this school? 89% of the student's surveyed feel the adults treat students fairly.
6. When asked, do you feel safe at this school? 85% of the student's surveyed feel they are safe at school. While another 14% feel they are safe most of the time.
7. When asked, do you see the principal in your classroom? 98% of the student's surveyed stated they see the principal some of the time or more in their classroom.
8. When asked, would you recommend Tiefort View Intermediate School to other kids? 88% of the student's surveyed stated yes they would recommend their school.

Parent Survey
1. When you visit your child's school is the staff friendly and helpful? 96% of parents feel the staff is friendly and helpful
2. Are administrators easy to talk to? 93% of parents feel that administrators are easy to talk to
3. The school sets high standards for academic performance for all students ? 91% of parents agree that standards are high for students
4. My child's school is good about staying in touch with me? 87% of parents feel we are good at staying in touch with parents

Staff survey
1. 100% of staff feel that TVIS is a supportive and inviting place for students to learn
2. 100% of the staff feel that the school promotes trust and collegiality among staff
3. 96% of staff feel the school provides the materials, resources,
4. 96% of the staff feel that this school is a safe place for students
5. 96% of the staff feel supported by the administrator.

Classroom Observations

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

During the academic school year the school and district administration continually walk through to observe classrooms. During the walk through observations, Silver Valley district administration discuss the needs of each teacher and the students who are in each classroom. At the school level, the administrator also holds Student Monitoring conferences (2-3 times a year) with each certificated teacher to see how individual students are succeeding in and out of the classroom. During the student monitoring conferences, teachers discuss with the principal the academic success and struggles as well as, the social/emotional and behavioral success and struggles each student is exhibiting in and out of the classroom. Through observations many PBIS Tier 1 strategies are being implemented 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)

With the use of Smarter Balanced, common assessments and teacher created assessments we are able to modify the instruction to meet the needs of our students. School wide RtI (Response to Intervention) is then implemented based on student need. Credentialed teachers are expected to familiarize themselves with the District Wide Comprehensive Assessments, CAASPP, Edmentum, STAR Reading and STAR Math student achievement data related to their classes. Teachers will continue to use this information to target instruction. Student achievement test scores are also used to identify students for placement in academic intervention or enrichment groups using Response to Intervention and Instruction designated instruction time.

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

Students are assessed periodically to make sure they are in the appropriate RtI setting. Certificated teachers are expected to use several student based operating systems to gather educational information on each student. Students use the MobyMax computer program in Mathematics and English Language Arts, Scholastic Reading Inventory, Pearson Realize Assessments, and STAR Reading and STAR Math assessments. All of this data is used for student placement within the classroom and our "push-in" Response to Intervention Model. Teachers also gather information using the following assessment data; District Wide Comprehensive assessments, CAASPP and ELPAC information to also help determine placement and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified. The district provides professional development as needed to assure that the teachers are up to date on new teaching strategies.All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. Silver Valley Unified School District Human Resource Department works extremely hard to ensure every member of the Silver Valley team has met all requirements to qualify as highly qualified staff.

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

Ongoing Professional Development is provided to teachers on current and upcoming curriculum. This includes extensive training on Common Core State Standards. I have one Special Day Class teacher for students with special needs. There is 1.5 Resource Specialist Program (RSP) teacher for students with special needs. We have one shared Response to Intervention Teacher, one shared Music Teacher, and one Physical Education teacher. The music teacher is shared with another school in the Silver Valley District. All teachers receive professional development yearly in Mathematics and English Language Arts which also includes writing and NGSS.

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

Staff development is aligned to content standards, student performance, and professional needs. This is done through publisher training (see #6 below) as well as other CCSS training and preparation.

These questions are a guide to hold every person on campus responsible for ensuring ALL students are learning, ALL students are being given targeted instruction, ALL students will have the same access to academic materials, computer technology and access to celebrating their successes. Not only does this resource (book) address academic interventions but also behavioral interventions. Through these questions we are taking teaching and learning above and beyond. Today's students are moving beyond the basics and embracing the 4 C's - "super skills" for the 21st century! The 4 C's include Communication, Collaboration, Critical Thinking and Creativity.

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

Pearson, Singapore Math, Edmentum, NGSS, Wonders and other training is provided to align curriculum with the standards assessed. Along with the professional development offered to all teachers through our partnership with Pearson, there are several content experts who work alongside the teachers to help with any concerns they may have. These content experts have helped whenever the teachers need it. There has also been Professional Development training with Renaissance Learning (STAR Enterprise - Early Literacy, Reading and Math), Read 180 Next Generation, System 44 Next Generation, Singapore Math Strategies in Number Sense, Model Drawing and Fractions, NGSS and Pat Pavelka resources.

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

Every Wednesday afternoon (1:30 - 3:30) is set aside as Professional Learning Community time. District wide, school wide, as well as grade level and grade level teams meet during this time.

Teaching and Learning

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

As a district the teachers work together to create pacing guides and lesson plans based on the curriculum adopted by Silver Valley Unified School District.

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

Teachers at Tiefort View Intermediate School turn in their academic schedule on a yearly basis to the principal of the school to ensure instructional minutes are being met in reading, language arts, and mathematics. Time is also embedded into the instructional day for Response to Intervention for all students for intensive instruction or for enrichment depending on student needs.

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

Through our Response to Intervention, teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Edmentum and Accelerated Math and Reading.

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

Adopted instructional materials including textbooks are purchased according to the state textbook adoption cycle. The district office provides full funding for all adopted material. We also are able pilot new programs and curriculum to ensure that they meet the needs of our students. Additional supplemental materials are purchased using site and district funds.

The Silver Valley Unified School District textbook adoption policy is followed including review and recommendation by a site committee of parents and teachers, review and recommendation by the District Curriculum and Instruction Committee, public inspection, and School Board review and adoption.

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 adoption in Mathematics is Pearson Envision. Our district adoption in English Language Arts is Wonders for 3rd-5th grade. With these materials we have added resources for English Language Development and for Strategic Interventions for struggling students. There are also bridge materials that meet the needs of the Common Core State Standards with the 21st century learning skills.

Opportunity and Equal Educational Access

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

Through our Response to Intervention time teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Edmentum and Accelerated Math and Reading. For our special education students they receive Response to Intervention time along with pull out/push in time with the Resource Specialist.

Evidence-based educational practices to raise student achievement

Our Response to Intervention program is a research based program. We are also using Scholastic Read 180 and System 44 program to help special education, English Language Learners and struggling students with their reading.

Parental Engagement

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

Our Response to Intervention program was adopted and implemented from a research based program. We are also using Scholastic Read 180 and System 44 program to help special education, English Language Learners and struggling students with their reading.

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)

At Tiefort View Intermediate School our School Site Council meets monthly to discuss the Single Plan for Student Achievement and how will continue to meet the needs of our students academically and financially. We also have a Site Strategic Planning Team which meets yearly to discuss the needs of the school and students. The Site Strategic Planning Team brings forward recommendations to the site administrator and staff.

Funding

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

Edmentum, Read 180, System 44, AR, STAR Reading, STAR Math, Spelling City

Fiscal support (EPC)

Our school site funding is spent on student needs for staffing, materials and supplies.

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

Tiefort View Intermediate School Site Council meets on a monthly basis, our annual review and update of the SPSA is brought to School Site Council on a yearly basis.

Resource Inequities

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

Tiefort View Intermediate 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	0.8%	0.79%	0.25%	3	3	1
African American	10.8%	8.97%	9.8%	41	34	39
Asian	1.3%	1.85%	1.51%	5	7	6
Filipino	2.1%	2.37%	2.01%	8	9	8
Hispanic/Latino	30.5%	32.45%	29.9%	116	123	119
Pacific Islander	3.7%	3.69%	3.02%	14	14	12
White	40.3%	40.37%	43.22%	153	153	172
Multiple/No Response	%	0.26%	0.5%		1	2
			Total Enrollment	380	379	398

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade3	131	138	134
Grade 4	135	125	128
Grade 5	114	116	136
Total Enrollment	380	379	398

Conclusions based on this data:

1. Subgroups white and hispanic/latino make up a large portion of our student enrollment.

2. Total enrollment For Tiefort View shows a slight increase during the 18-19 school year.

3. Enrollment is stable in all three grade levels.

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	27	34	15	7.1%	9.0%	3.8%
Fluent English Proficient (FEP)	13	8	21	3.4%	2.1%	5.3%
Reclassified Fluent English Proficient (RFEP)	5		0	18.5%	0	0.0%

Conclusions based on this data:

1. Tiefort View English learners decreased in 18-19 by about 50%.

2. The amount of students (FEP) dramatically increased in 18-19.

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
Grade 3	129	134	132	126	130	131	126	130	131	97.7	97	99.2
Grade 4	127	146	130	127	140	122	127	140	122	100	95.9	93.8
Grade 5	118	110	136	114	106	131	114	106	131	96.6	96.4	96.3
All	374	390	398	367	376	384	367	376	384	98.1	96.4	96.5

* 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
Grade 3	2434.	2441.	2438.	26.19	36.92	29.01	26.98	16.92	29.01	26.19	24.62	21.37	20.63	21.54	20.61
Grade 4	2463.	2485.	2464.	20.47	33.57	26.23	25.98	22.86	22.13	24.41	22.14	24.59	29.13	21.43	27.05
Grade 5	2533.	2516.	2534.	27.19	26.42	27.48	40.35	28.30	38.17	20.18	22.64	24.43	12.28	22.64	9.92
All Grades	N/A	N/A	N/A	24.52	32.71	27.60	30.79	22.34	29.95	23.71	23.14	23.44	20.98	21.81	19.01

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
Grade 3	28.57	37.69	32.82	42.86	39.23	41.22	28.57	23.08	25.95
Grade 4	22.05	30.71	24.59	53.54	50.00	51.64	24.41	19.29	23.77
Grade 5	28.07	26.42	35.11	52.63	50.94	52.67	19.30	22.64	12.21
All Grades	26.16	31.91	30.99	49.59	46.54	48.44	24.25	21.54	20.57

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
Grade 3	24.60	30.77	25.19	51.59	43.85	54.96	23.81	25.38	19.85
Grade 4	18.11	29.29	15.57	52.76	51.43	54.10	29.13	19.29	30.33
Grade 5	39.47	33.02	32.06	51.75	48.11	54.96	8.77	18.87	12.98
All Grades	26.98	30.85	24.48	52.04	47.87	54.69	20.98	21.28	20.83

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**
Grade 3	23.81	26.15	33.59	63.49	60.77	53.44	12.70	13.08	12.98
Grade 4	16.54	21.43	18.85	63.78	69.29	67.21	19.69	9.29	13.93
Grade 5	20.18	15.09	20.61	66.67	63.21	67.94	13.16	21.70	11.45
All Grades	20.16	21.28	24.48	64.58	64.63	62.76	15.26	14.10	12.76

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**
Grade 3	19.84	33.85	22.90	58.73	46.92	54.20	21.43	19.23	22.90
Grade 4	22.05	30.00	18.03	59.06	53.57	59.84	18.90	16.43	22.13
Grade 5	38.60	40.57	31.30	47.37	44.34	55.73	14.04	15.09	12.98
All Grades	26.43	34.31	24.22	55.31	48.67	56.51	18.26	17.02	19.27

Conclusions based on this data:

1. Approximately 20% of students are not meeting standards in the overall area of English Language Arts.

2. Fourth Grade did not have as many students score above standard in listening, reading, writing, and research/inquiry.

3. Reading in Third Grade is an area that continues to need focus due to the amount of students that are not meeting standards.

School and Student Performance Data

CAASPP Results
Mathematics (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
Grade 3	129	134	132	126	131	131	126	131	131	97.7	97.8	99.2
Grade 4	127	146	130	127	141	122	127	141	122	100	96.6	93.8
Grade 5	118	110	136	114	107	131	114	107	131	96.6	97.3	96.3
All Grades	374	390	398	367	379	384	367	379	384	98.1	97.2	96.5

Overall Participation for All Students

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2448.	2441.	2426.	19.05	20.61	12.98	36.51	33.59	30.53	30.16	24.43	29.77	14.29	21.37	26.72
Grade 4	2479.	2470.	2458.	14.17	10.64	9.84	34.65	26.24	27.05	35.43	45.39	36.89	15.75	17.73	26.23
Grade 5	2514.	2505.	2505.	26.32	19.63	19.85	15.79	15.89	16.03	34.21	35.51	40.46	23.68	28.97	23.66
All Grades	N/A	N/A	N/A	19.62	16.62	14.32	29.43	25.86	24.48	33.24	35.36	35.68	17.71	22.16	25.52

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
Grade 3	38.89	36.64	29.01	43.65	34.35	35.88	17.46	29.01	35.11
Grade 4	25.20	19.86	17.21	41.73	38.30	36.07	33.07	41.84	46.72
Grade 5	28.95	27.10	23.66	34.21	28.97	31.30	36.84	43.93	45.04
All Grades	31.06	27.70	23.44	40.05	34.30	34.38	28.88	37.99	42.19

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
Grade 3	26.19	28.24	18.32	55.56	48.09	51.91	18.25	23.66	29.77
Grade 4	19.69	14.89	16.39	59.06	57.45	52.46	21.26	27.66	31.15
Grade 5	26.32	19.63	22.90	44.74	43.93	48.85	28.95	36.45	28.24
All Grades	23.98	20.84	19.27	53.41	50.40	51.04	22.62	28.76	29.69

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**
Grade 3	27.78	29.77	17.56	57.14	52.67	58.78	15.08	17.56	23.66
Grade 4	24.41	19.86	19.67	57.48	56.74	51.64	18.11	23.40	28.69
Grade 5	23.68	19.63	20.61	51.75	58.88	47.33	24.56	21.50	32.06
All Grades	25.34	23.22	19.27	55.59	55.94	52.60	19.07	20.84	28.13

Conclusions based on this data:

1. Fourth grade math has shown a decline in students that are meeting math standards.

2. 42% of the students that took the math test are not meeting the standards in concepts and procedures that make up 50% of the test that is given.

3. There is a large number of students in the % at or near standard that need to be targeted for math intervention inside and outside the classroom.

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 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	*
All Grades							22	10

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
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	*	54.55	*	*	*	*	*	22	*

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
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	22	*

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
3		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	54.55	*	*	*	22	*

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
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	*	68.18	*	*	*	22	*

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
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	22	*

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
5	*	*	*	*	*	*	*	*
All Grades	*	*	72.73	*	*	*	22	*

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
5	*	*	*	*	*	*	*	*
All Grades	*	*	63.64	*	*	*	22	*

Conclusions based on this data:

1. Twenty two students were assessed in 2017-2018

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**
379	**44.6%**	**9.0%**	**0.3%**
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	34	9.0%
Foster Youth	1	0.3%
Homeless	2	0.5%
Socioeconomically Disadvantaged	169	44.6%
Students with Disabilities	66	17.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	9.0%
American Indian	3	0.8%
Asian	7	1.8%
Filipino	9	2.4%
Hispanic	123	32.5%
Two or More Races	35	9.2%
Pacific Islander	14	3.7%
White	153	40.4%

Conclusions based on this data:

1. Approximately half of the students on the campus are from Socioeconomically Disadvantaged homes.

2. 17% of our population identify as a student with disabilities.

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** Blue	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Math continues to be an area of focus as we are utilizing professional development to help us with math instruction.

2. Suspension rate at the school continues to be a strength as well as chronic absenteeism.
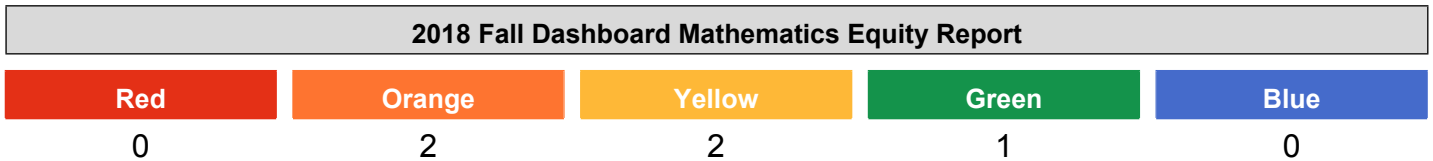
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
13.7 points above standard	26.5 points below standard	0 Students
Increased 4.7 points	Increased 3.3 points	
313 students	23 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.8 points above standard	57.8 points below standard
3 students	Increased 9.5 points	Maintained 0.7 points
	138 students	53 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 9.8 points	3 students	6 students	7 students
24 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
2.8 points below standard	10.8 points above standard	42.1 points above standard	24.8 points above standard
Maintained -1.4 points	Declined -9 points	Increased 19.8 points	Increased 5.2 points
102 students	30 students	11 students	129 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**
26.5 points below standard	0 Students	15.8 points above standard
Increased 17.7 points		Maintained 2.6 points
23 students		283 students

Conclusions based on this data:

1. Students with disabilities continue to be an area of focus for reading intervention and supports.

2. English Learners increased 17 points from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
6.4 points below standard	48.5 points below standard	0 Students
Declined -5 points	Declined -8.4 points	
313 students	23 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	16.7 points below standard	65 points below standard
3 students	Maintained -0.7 points	Declined -8.8 points
	138 students	53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.3 points	3 students	6 students	7 students
24 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
32.9 points below standard	3.2 points below standard	22.6 points above standard	12.2 points above standard
Declined -19.1 points	Declined -22.7 points	Increased	Increased 5.3 points
102 students	30 students	34 points 11 students	129 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**
48.5 points below standard	0 Students	3.9 points below standard
Declined -3.2 points		Declined -5.4 points
23 students		283 students

Conclusions based on this data:

1. Overall we will continue to work to improve the percentage of all students who meet or exceed standards on the Math CAASPP.

2. Students with disabilities showed a decline in the amount of students that met standards.

3. Socioeconomically Disadvantaged students maintained the level of students that met the Math Standards.

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
22	4.5%	54.5%	18.2%	22.7%

Conclusions based on this data:

1. Approximately 5 students are at the beginning levels of English Proficiency.

2. Approximately 12 students have moderately developed their English Proficiency.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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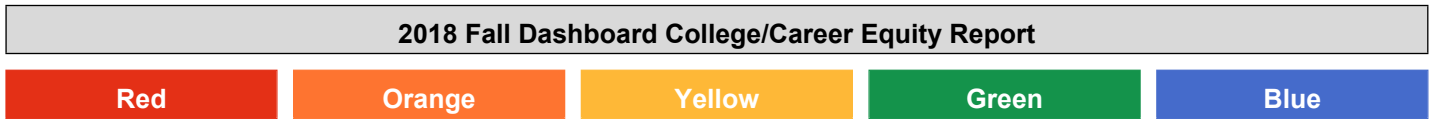
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

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

2018 Fall Dashboard College/Career by Race/Ethnicity

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

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

2018 Fall Dashboard College/Career 3-Year Performance

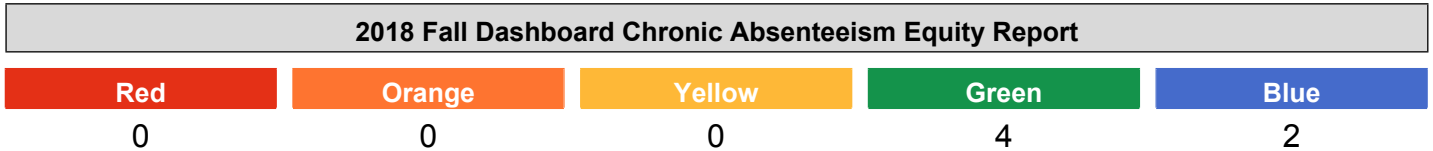| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
2.5% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.4%	Maintained 0%	
444 students	35 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	3.8% chronically absent	2.6% chronically absent
	Declined 1.6%	Declined 2.6%
4 students	211 students	78 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	4 students	7 students	9 students
44 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
3.8% chronically absent	2.2% chronically absent	0% chronically absent	2.7% chronically absent
Declined 3.1%	Maintained 0.2%	Declined 12.5%	Maintained 0.1%
133 students	45 students	17 students	185 students

Conclusions based on this data:

1. All of the areas on chronic absenteeism have declined due to student rewards, incentives, and putting a focus on student attendance.

2. Continue to inform parents and sending SARB letters when students are absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

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

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
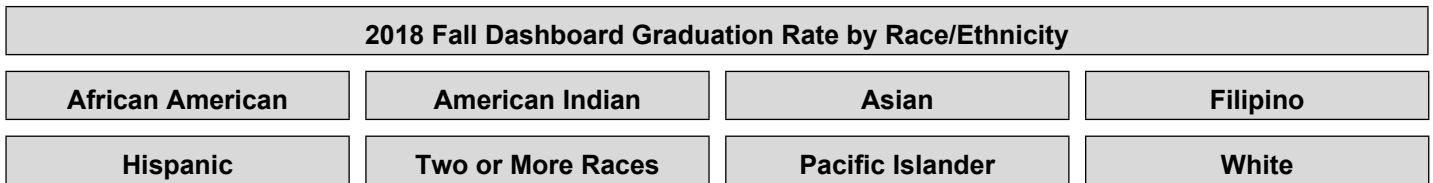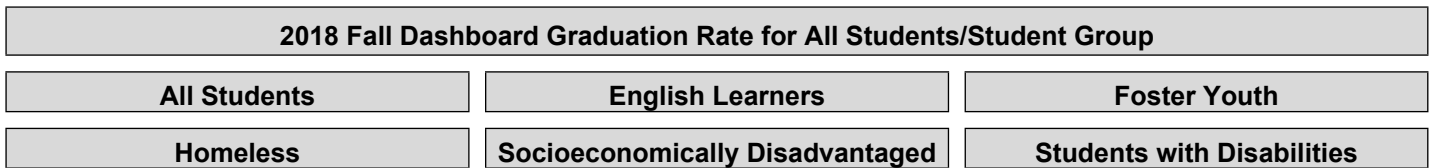## Suspension Rate

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

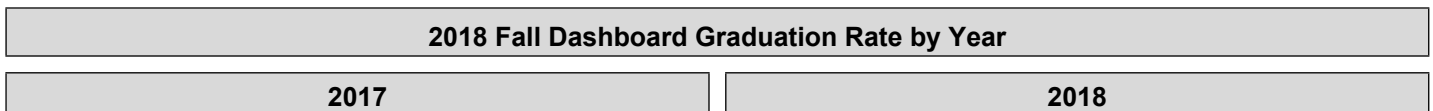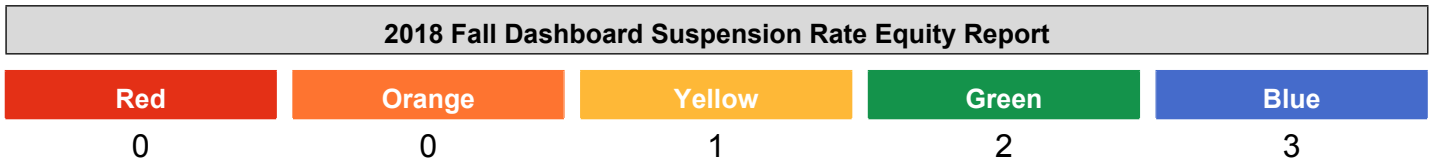Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.4% suspended at least once	2.9% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7%	Increased 2.9%	2 students
457 students	35 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	0.9% suspended at least once	1.3% suspended at least once
4 students	Increased 0.5%	Declined -0.3%
	213 students	78 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data Not Displayed for P... 4 students	Less than 11 Students - Data Not Displayed for P... 7 students	Less than 11 Students - Data Not Displayed for P... 10 students
Maintained 0% 47 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
0.7% suspended at least once	0% suspended at least once	0% suspended at least once	0.5% suspended at least once
Declined -0.7% 134 students	Maintained 0% 47 students	Maintained 0% 17 students	Declined -1.1% 191 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.8% suspended at least once	1.1% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. With the use of PBIS and SEL we are able to use interventions throughout the school to keep suspension rates low.

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

LEA/LCAP Goal

We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners.
I. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners. This will include fully credentialed teachers, instructional materials that align with Common Core standards, and safe facilities.
Goal 1: Students will meet the essential standards in reading, writing, and mathematics.
District Strategy: 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 1

Tiefort View will establish and prioritize the essential standards with the anchor standards while implementing, monitoring and supporting tiered instruction so that student achievement meets or exceeds 68% of the students in English Language Arts.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support
State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum

Identified Need

It is important that we ensure all students are
receiving high quality instruction in all areas and that teachers are are trained in new curriculum and best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores	57.55 % Met or exceeded standards	ELA Proficiency will increase by at least 3%

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

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

All students take STAR reading tests as well as an Edmentum benchmark assessment.

Strategy/Activity

All students will have the opportunity to participate in the after school program. Concentrating on the students that are not meeting standards for tutoring and enrichment activities to meet the needs of all students .
Students will receive tiered instruction by appropriately trained teachers during the instructional day.
Math manipulatives will be used to help students focus on the visual representation before the abstract/concrete thinking.

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	Unrestricted 4000-4999: Books And Supplies Copy Paper Ink Reproducibles Index Cards Lamination White Board Markers

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

All students

Strategy/Activity

Monitoring student achievement through Infinite Campus, We will purchase toner and bulbs for the scanners and projectors, printer components.

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	Unrestricted 5000-5999: Services And Other Operating Expenditures Paper Ink LCD Bulbs

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide real life experiences and activities to allow students greater access and understanding of the English Language Arts /Math curriculum through field trips.
Teachers new to the district will receive training for Singapore Math, technology, and Pearson Envison.

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

Amount(s)	Source(s)
10000	Unrestricted 4000-4999: Books And Supplies transportation computer program
	Unrestricted 0000: Unrestricted

Strategy/Activity 4

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

All students

Strategy/Activity

Continue to update the class sets of headphones, speakers, computers to assist with the instruction to support the different learning modalities.

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	Unrestricted 4000-4999: Books And Supplies Headphones for all computers

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

Mathematics

LEA/LCAP Goal

We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners.
I. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners. This will include fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
Goal 1: Students will show mastery of essential standards in reading, writing, and mathematics.
District Strategy: 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 2

Tiefort View will establish the essential standards with the anchor standards while implementing, monitoring and supporting tiered instruction so that student achievement meets or exceeds 50% of the students in Mathematics.
LCAP Alignment: Student Achievement, Technology, and Parent/Student Support
State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum

Identified Need

Lthough the students at TVIS perform well, it is important that we ensure all students are receiving high quality instruction in all areas and that teachers are are trained in curriculum and instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP Math scores	met or exceeded 38%	3% increase in scores to achieve 50% or more

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

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

all students

Strategy/Activity

All students will have the opportunity to participate in the after school program. Concentrating on the below basic and basic students for tutoring and enrichment activities to meet the needs of all students .
Students will receive tiered instruction by appropriately trained teachers during the instructional day.

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	None Specified 4000-4999: Books And Supplies Copy Paper Ink Reproducibles Index Cards Lamination White Board Markers

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

all students

Strategy/Activity

Monitoring student achievement through Infinite Campus and classroom activities, We will purchase toner and bulbs for the scanners and projectors, printer components.

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	Unrestricted 5000-5999: Services And Other Operating Expenditures Paper Ink LCD Bulbs

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 Support

LEA/LCAP Goal

Tiefort View will continue to improve our Positive Behavior Intervention and Support module. We will finalize the criteria for establishing our Tier 3 interventions. We will also continue to teach our staff the language and procedures of PBIS.

Goal 3

Proper PBIS implementation, lessons, and PBIS procedures incorporated in the school will decrease the number of students that receive 3 or more ODR's to less than 10% of the population.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support
State Priorities: 3 - Parent Involvement, 4 - Student Achivement, 5 - Student Engagement, 6 - School Climate, 8 - Other School Outcomes

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR data collected at the school site	10%	reduce by 1% of the population

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

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

all students

Strategy/Activity

We will celebrate PBIS at our Trimester awards

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)

	None Specified
	None Specified
	awards letters
	awards medals

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Incentives for PBIS

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)
	None Specified
	None Specified
	school store (funded by PTO)
	positive paws (funded by PTO)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Continued implementation of Caught Doing Good tickets for students and Golden Paws for staff members

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)
	None Specified
	None Specified
	ice cream (funded by PTO)

	cotton candy (funded by PTO)

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 / Attendance

LEA/LCAP Goal

Tiefort View's goal is to increase our attendance from an average of 95-96% over the last three years to 97% for the 2019-2020 school year

Goal 4

Increasing our attendance from 96.6% to 97% for 2019-2020.

LCAP Alignment: 5- Student Engagement Attendance, 6- School Climate and Suspension

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student attendance	96.6%	97%

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

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

all students

Strategy/Activity

Attendance incentives for perfect attendance.

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	Unrestricted 0000: Unrestricted Perfect Attendance certificates

	Bikes (3), Positive Paws for perfect attendance weekly

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$22,500.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
None Specified	$1,000.00
Unrestricted	$21,500.00

Subtotal of state or local funds included for this school: $22,500.00

Total of federal, state, and/or local funds for this school: $22,500.00

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

Expenditures by Funding Source

Funding Source	Amount
None Specified	1,000.00
Unrestricted	21,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,500.00
4000-4999: Books And Supplies	15,000.00
5000-5999: Services And Other Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	None Specified	1,000.00
0000: Unrestricted	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	14,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,000.00
Goal 2	4,000.00

| Goal 4 | | 1,500.00 |

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

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Aubrey Zucco	Principal
Maritess Laudit	Classroom Teacher
Dominic Lowhar	Classroom Teacher
Edith Holdsworth	Classroom Teacher
Jennisha Sassone	Other School Staff
Lori Shingle	Classroom Teacher
Joshua McIntosh	Parent or Community Member
Marissa Grohoski	Parent or Community Member
Ashley Palomera	Parent or Community Member
Janelle Bradford	Parent or Community Member
Brittney Myers	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

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 7, 2019.

Attested:

Principal, Aubrey Zucco on 11-7-19

SSC Chairperson, Jennisha Sassone on 11-7-19

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:

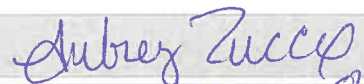| Signature	Committee or Advisory Group Name

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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.
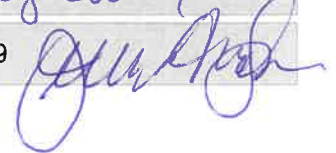
This SPSA was adopted by the SSC at a public meeting on November 7, 2019.

Attested:

| Principal, Aubrey Zucco on 11-7-19 | |
| SSC Chairperson, Jennisha Sassone on 11-7-19 | |

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019