

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
Sierra Vista Elementary School	36-75069-6037261	5/16/19	

## 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.

ESSA aims to provide an equal opportunity for students who receive special education services. Our site school improvement goals provide support for all students with specific provisions for our special education population.

# 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).

Our current climate is assessed through informal and formal conversations, within groups such as PTA, School Site Council, and Leadership Team Meetings, etc. A parent and student survey was conducted for each site through the District Office and results were shared individually, with Administrators.

Parent Survey Results: 40 parents responded to our survey

School Leadership: Overall 88.3%

Our School's Principal

1. has high expectations for all students. 87.5%
2. provides opportunities for families to be involved in the school. 90%
3. is visible before and after school. 87.5%

Communication & Service: Overall 91.6%

4. I am treated with respect by all school staff. 95%
5. I am greeted with a kind and respectful tone when I call or visit the school. 97.5%
6. When I call the school, phone calls are returned to me in a timely manner (within 24-hours). 85%
7. If I have a concern, I am able to meet with someone who can help me in a timely manner. 85%
8. I am able to easily communicate with my child's teacher(s). 97.5%
9. I receive communication from the school in a timely manner. 90%

Teaching and Learning: Overall 80.8%

10. My child's teacher(s) provides access to a curriculum that meets his/her needs. 92.5%
11. My child's teacher(s) keeps me informed regularly of how my child is performing and being graded. 90%
12. My child is assigned homework that is valuable to his/her learning. 82.5%
13. My child has at least one adult on campus who advocates for him/her in the school. 82.5%
14. My child has access to computers and technology for learning in school. 82.5%
15. There are multiple opportunities for my child to be involved in after school activities. 55%

4th, 5th, and 6th Grade Student Survey Results : 117 students responded to our survey

Hope- the ideas and energy for the future 81%

The hope index is an indicator of respondents' excitement about and strategies for the future. Percent of students responding "Agree" or "Strongly Agree".

1. I have many goals. 84%
2. I can think of many ways to get good grades. 82%
3. I know I will graduate from high school. 74%
4. I know college is an option for me after high school. 78%
5. There is an adult in my life who cares about my future. 95%
6. I know I will find a good job in the future 83%
7. I can find many ways to deal with problems. 73%

Engagement- A measure of involvement in and enthusiasm for school 81%

The engagement index is an indicator of respondents' involvement in and enthusiasm for school. It measures passion for and commitment to school. Percent of students responding "Agree" or "Strongly Agree".

8. I have a best friend at school. 87%
9. I feel safe in school. 82%
10. My teachers make me feel my schoolwork is important. 91%
11. At school, I have the opportunity to do what I do best every day. 78%
12. In the last seven days someone has told me I have done good work at school. 54%
13. In the last seven days, I have learned something interesting at school. 82%
14. The adults at my school care about me. 86%
15. Teachers treat me with respect. 88%

Well Being- A measurement of how we think about and experience our lives

The well being index is a global representation of a person's life evaluation. 0 is the worst possible life and 10 is the best possible life. Those who rate today a 7 or higher and the future an 8 or higher are considered thriving. Those who rate today and the future a 4 or lower on either scale are considered suffering.

Present Wellbeing	Future Wellbeing
Thriving (% 7+) 66%	Thriving (% 8+) 76%
Suffering (% 4 or less) 11%	Suffering (% 4 or less) 5.9%

## Classroom Observations

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

Teachers are observed regularly through informal walk throughs. Teachers on the track for evaluation have two to four formal observations during the school year with a mid-year and end of year evaluation. Formal observations and evaluations are aligned to district mandates agreed upon by Upland Unified School District and the Upland Teachers Association.

The informal walk through observations are aligned with the Mission and Vision statements created by the staff of Sierra Vista Elementary. There ought to be evidence of student engagement, rigor and differentiated instruction to ensure the varying needs of our students are being met. There are many positive teaching strategies in place at Sierra Vista Elementary. Each classroom has its own unique strengths. Each teacher works within his or her grade level to implement Common Core Standards.

Observations, both formal and informal, have allowed us to determine the need for academic, behavioral, and social alignment across all grade levels.

## 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)

Sierra Vista uses multiple measures to assess our students throughout the school year. Classroom benchmarks guide teachers in tracking progress and creating targeted interventions. Students take the CAASPP assessments in the Spring to provide. During 2019-2020 school year SV will implement the use of iReady to glean data in Math and ELA.

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

Students take the CAASPP state assessment. In addition, we are using SRI, iReady, Fountas and Pinnell, STAR Read, ESGI, SIPPS, and classroom formal and informal assessments to document student growth and intervention. Students performing below grade level on district benchmarks and classroom assessments will receive deliberate, targeted intervention in the classroom and if needed through our Literacy Lab. Student progress will be monitored by classroom teachers.

Additionally, all teachers will participate in Data Days. During this time, they will analyze student benchmarks, discuss best practices and make a plan to meet the needs of their diverse student population through differentiated instruction. Furthermore, they also receive mini staff development opportunities through peer presentations and sharing effective strategies that lead to thoughtful conversations.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Sierra Vista Elementary have credentials for the areas they teach in. Sierra Vista Elementary has 18 General Education teachers, 1 Teacher on Special Assignment for the purposes of Reading and Math intervention, 2 RSP teacher, 1 Psychologist, 1 Speech Pathologist, 5 Special Education Instructional Aides, 1 district nurse, 3 instructional aides that lend support to students who are serviced in our Intervention Lab. Step Up Preschool has 4 Early Childhood Special Ed. Credentials, 8 Instructional Aides, 1 Speech Pathologist, 1 School Psychologist, and 1 District Nurse. All students are taught by Highly Qualified teachers in core academic subjects.

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

All highly qualified teachers participate in ongoing staff development for Common Core, and other research based methods for instruction.

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

Professional development in literacy, math, GATE, ELL students and technology as well as follow up coaching support ensure full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development and review of classroom based performance measures.

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

As we immerse ourselves with the implementation of Common Core standards, we will have to continue deliberate, ongoing staff development of standards, assessments, MTSS and shifts in the curriculum to ensure that all teachers can move forward with confidence. One key component of this will be obtaining, utilizing and training teachers on adopted materials.

As we work to align content and high expectations throughout the school year, much of our staff development will be spent on developing continuity. Each staff meeting has designated time for training on strategies and methods. The use of technology will be embedded in all staff development much in the way that it is embedded into daily instruction. Throughout the year, we will also revisit past strategies to reflect upon their implementation effectiveness.

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

Teachers participate in weekly PLC meetings during which time they collaborate and plan lessons and assessments. We are in the process of teams using Discovery Education videos to gain new strategies to assist with the implementation of Common Core. It is regular practice for teachers to engage in cross grade level discussions regarding content standards and evaluate how the standards are unpacked. Grade levels participate in Data Days, during which time they plan and develop assessments, lessons and intervention. At this time, they also analyze student performance on benchmarks. In this way, teachers can be certain they are meeting the needs of all students.

## Teaching and Learning

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

Upland Unified has adopted California approved textbooks in the areas of English language arts, math, science, and social studies. Common Core bridge materials were purchased for math. Teachers are provided with instructional resources to support daily instruction.

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

Sierra Vista adheres to the K-6 state recommended instructional minutes for reading/language arts and mathematics. Recommended EL minutes are being taught by teachers providing intervention within their classrooms on a daily basis.

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

Intervention sessions are held within classrooms as well as within the intervention lab.

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

Common Core State Standards have been implemented in all classrooms in the area of English Language Arts and Math. Curriculum is provided through our district to help support these standards. We are currently using McGraw-Hill, Reading Adventures and novels for English Language Arts, Go Math K-6, Scott Foresman for Science, and Harcourt Brace for Social Studies. We continue to use LLI, Leveled Literacy Intervention, for students with severe reading difficulties. This opportunity will help them analyze available materials and weigh in on future adoptions.

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

All highly qualified teachers use all SBE-adopted and standards aligned instructional materials for general education, intervention, and special education.

## Opportunity and Equal Educational Access

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

We utilize a full time intervention specialist who with the assistance of 3 instructional aides provide support for teachers and students to improve reading and math performance of struggling students.

## Evidence-based educational practices to raise student achievement

Sierra Vista believes that continuity and alignment are key to increasing student achievement. Many of our students lack the language skills needed to articulate their thoughts and ideas through writing. For this reason, we have English Language Development embedded within our instructional practices daily (Integrated ELD) and through a protected time of the day when teachers focus on ELD standards to attend to their English Learner's ELD needs (Designated ELD). Learning is differentiated and we provide many hands on activities to allow ample opportunity for students to build conceptual knowledge and content area vocabulary. We are also in the beginning stages of transitioning from centers and basal readers to the implementation of the Daily 5 which allows daily periods of reading at instructional levels. This model provides teachers with time to conference with and coach students on their reading, giving them meaningful feedback and needed intervention. We are also in the training stages for Thinking Maps. Thinking Maps is a program designed to raise the level of formal discussion and collaborative problem-solving, critical thinking skills, develop skills for combining or involving more than one subject area, and supports the acquisition of academic vocabulary. Teachers are extending writing across all content areas and using Exemplars. As a result, students are using content vocabulary and more able to explain their thinking verbally and through writing. Assessments are being adapted to align with Common Core by ensuring a range of Depth of Knowledge questions.

## Parental Engagement

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

We believe there is great value in working in partnership with the families we serve. The principal and many teachers are visible in the parking lot each morning and afternoon in order to create a welcoming atmosphere so parents feel comfortable to talk with us. This enables parents to express strengths and concerns about the school and its practices. The principal also gives suggestions for building strong partnerships with teachers. Monthly meetings for PTA, ELAC and School Site Council are just some ways we encourage parents to actively contribute to our school community. Furthermore, the teachers send positive postcards home to parents to celebrate something great their child has done or accomplished at school.

Additionally, we host several Family Education nights throughout the school year. These allow specialists to share strategies for parents to use at home for behavior and academic growth. We balance these with community events such as our Fall and Spring Family Nights. When parents feel like they are valued members of the learning community, they seem to be more apt to reach out for assistance. In an effort to support our families in need, we partner with Healthy Start. Healthy Start provides food and home support for families in need. They also have social workers that can lend support when needed. Other services they offer are counseling and local motels that offer temporary housing.

### 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)

Meetings are held throughout the year for ELAC, PTA and School Site Council to ensure that parents have many opportunities to participate in shared decision making. School Site Council is a place where parents, teachers and classified staff work with administration to make decisions in the best interest of our students. School plans and purchases are agreed upon and modified as needed.

## Funding

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

Our budget allows us to meet the needs of our students in different ways. We are able to provide 3 instructional aides to work with small groups of students in our intervention lab. This provides reading, language, and math building exercises to help close the achievement gap. In addition, these funds support two after school intervention teachers that provide support in math.

### Fiscal support (EPC)

We receive District General Funds, ELLI funding, Title 1 Funding, donations, and PTA Funding. Funds are used to support, but not supplant, the district's general funds in providing services, resources and programs to all students. The school district also provides health services, library assistance, crisis intervention, speech and psychological services.

# 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

Monthly School Site Council/ English Language Advisory committee meetings will be held in order to review, and Update our School Plan for Student Achievement. In addition, our site leadership team will be consulted regarding SPSA review and updates on an as needed basis.

# Resource Inequities

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

# 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	0.5%	0.44%	0.23%	2	2	1
African American	5.7%	5.33%	5.72%	24	24	25
Asian	3.3%	4.22%	3.89%	14	19	17
Filipino	2.4%	2.67%	1.83%	10	12	8
Hispanic/Latino	62.5%	62.67%	61.78%	265	282	270
Pacific Islander	%	%	%			
White	21.2%	20.22%	20.82%	90	91	91
Multiple/No Response	2.1%	1.78%	2.75%	9	8	12
<b>Total Enrollment</b>				424	450	437

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	77	97	103
Grade 1	55	54	62
Grade 2	67	57	47
Grade 3	49	69	51
Grade 4	58	53	63
Grade 5	60	62	55
Grade 6	58	58	56
<b>Total Enrollment</b>	424	450	437

### Conclusions based on this data:

1. The majority of our student population is Hispanic and has increased by 3.87% over the last 3 years. Should this rate of increase continue we must ensure that our staff be culturally competent and considerate of our cultural base as we plan our community involvement strategies.
2. With 77 students, our kindergarten group is the largest on campus, which will ensure we maintain our numbers for the upcoming years.
3. An overall population 450 leaves us with room to grow.

# 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	68	72	48	16.0%	16.0%	11.0%
Fluent English Proficient (FEP)	11	21	28	2.6%	4.7%	6.4%
Reclassified Fluent English Proficient (RFEP)	8	11	16	10.4%	16.2%	22.2%

### Conclusions based on this data:

1. A large majority of our English Learners have been reclassified due to strong EL classroom instruction.

# 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	52	68	49	52	67	48	52	67	48	100	98.5	98
Grade 4	62	54	63	61	53	63	61	53	63	98.4	98.1	100
Grade 5	61	61	59	60	60	57	60	60	57	98.4	98.4	96.6
Grade 6	58	57	59	57	57	56	57	57	56	98.3	100	94.9
All Grades	233	240	230	230	237	224	230	237	224	98.7	98.8	97.4

\* 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	2409.	2456.	2438.	11.54	34.33	25.00	21.15	29.85	27.08	42.31	26.87	33.33	25.00	8.96	14.58
Grade 4	2464.	2458.	2481.	18.03	18.87	25.40	27.87	26.42	33.33	22.95	24.53	22.22	31.15	30.19	19.05
Grade 5	2509.	2520.	2494.	20.00	21.67	17.54	40.00	35.00	31.58	10.00	26.67	21.05	30.00	16.67	29.82
Grade 6	2514.	2556.	2550.	14.04	19.30	12.50	29.82	45.61	50.00	35.09	24.56	32.14	21.05	10.53	5.36
All Grades	N/A	N/A	N/A	16.09	24.05	20.09	30.00	34.18	35.71	26.96	25.74	26.79	26.96	16.03	17.41

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	9.62	40.30	25.00	55.77	55.22	60.42	34.62	4.48	14.58
Grade 4	21.31	22.64	23.81	54.10	50.94	60.32	24.59	26.42	15.87
Grade 5	21.67	25.00	22.81	60.00	53.33	45.61	18.33	21.67	31.58
Grade 6	12.28	24.56	23.21	57.89	63.16	55.36	29.82	12.28	21.43
All Grades	16.52	28.69	23.66	56.96	55.70	55.36	26.52	15.61	20.98

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	11.54	20.90	18.75	59.62	62.69	60.42	28.85	16.42	20.83
Grade 4	19.67	9.43	19.05	47.54	66.04	65.08	32.79	24.53	15.87
Grade 5	33.33	21.67	21.05	45.00	60.00	50.88	21.67	18.33	28.07
Grade 6	21.05	31.58	17.86	47.37	47.37	73.21	31.58	21.05	8.93
All Grades	21.74	21.10	19.20	49.57	59.07	62.50	28.70	19.83	18.30

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	7.69	26.87	20.83	69.23	65.67	64.58	23.08	7.46	14.58
<b>Grade 4</b>	14.75	15.09	22.22	67.21	67.92	66.67	18.03	16.98	11.11
<b>Grade 5</b>	16.67	21.67	15.79	65.00	65.00	64.91	18.33	13.33	19.30
<b>Grade 6</b>	14.04	29.82	12.50	68.42	59.65	82.14	17.54	10.53	5.36
<b>All Grades</b>	13.48	23.63	17.86	67.39	64.56	69.64	19.13	11.81	12.50

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.46	25.37	25.00	63.46	70.15	58.33	23.08	4.48	16.67
<b>Grade 4</b>	26.23	20.75	23.81	52.46	60.38	58.73	21.31	18.87	17.46
<b>Grade 5</b>	33.33	30.00	21.05	40.00	60.00	45.61	26.67	10.00	33.33
<b>Grade 6</b>	21.05	38.60	26.79	56.14	56.14	57.14	22.81	5.26	16.07
<b>All Grades</b>	23.91	28.69	24.11	52.61	62.03	54.91	23.48	9.28	20.98

**Conclusions based on this data:**

1. 46% of all Sierra Vista students in grades 3-6 met or exceeded standards in ELA
2. 86% of Sierra Vista students were at, near, or below grade level standards in Listening
3. 65% of all Sierra Vista students were at, near, or below grade level standards in writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	68	49	52	67	48	52	67	48	100	98.5	98
Grade 4	62	54	63	61	53	63	61	53	63	98.4	98.1	100
Grade 5	61	61	59	60	60	57	60	60	57	98.4	98.4	96.6
Grade 6	58	57	59	58	57	56	58	57	56	100	100	94.9
All Grades	233	240	230	231	237	224	231	237	224	99.1	98.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2439.	2432.	11.54	17.91	16.67	28.85	31.34	33.33	34.62	35.82	27.08	25.00	14.93	22.92
Grade 4	2481.	2452.	2451.	16.39	5.66	6.35	29.51	22.64	25.40	37.70	45.28	41.27	16.39	26.42	26.98
Grade 5	2497.	2492.	2477.	15.00	16.67	12.28	16.67	18.33	17.54	43.33	28.33	26.32	25.00	36.67	43.86
Grade 6	2491.	2536.	2520.	8.62	19.30	16.07	17.24	28.07	14.29	27.59	33.33	53.57	46.55	19.30	16.07
All Grades	N/A	N/A	N/A	12.99	15.19	12.50	22.94	25.32	22.32	35.93	35.44	37.50	28.14	24.05	27.68

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	19.23	26.87	31.25	50.00	47.76	37.50	30.77	25.37	31.25
Grade 4	31.15	13.21	19.05	40.98	43.40	26.98	27.87	43.40	53.97
Grade 5	21.67	23.33	19.30	35.00	28.33	29.82	43.33	48.33	50.88
Grade 6	10.34	31.58	21.43	29.31	35.09	35.71	60.34	33.33	42.86
All Grades	20.78	24.05	22.32	38.53	38.82	32.14	40.69	37.13	45.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	25.37	27.08	53.85	49.25	45.83	30.77	25.37	27.08
Grade 4	18.03	9.43	9.52	57.38	50.94	61.90	24.59	39.62	28.57
Grade 5	20.00	16.67	12.28	53.33	45.00	43.86	26.67	38.33	43.86
Grade 6	12.07	17.54	12.50	46.55	49.12	60.71	41.38	33.33	26.79
All Grades	16.45	17.72	14.73	52.81	48.52	53.57	30.74	33.76	31.70

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	23.08	28.36	29.17	57.69	61.19	54.17	19.23	10.45	16.67
Grade 4	24.59	9.43	11.11	49.18	60.38	50.79	26.23	30.19	38.10
Grade 5	10.00	18.33	8.77	55.00	40.00	43.86	35.00	41.67	47.37
Grade 6	15.52	24.56	21.43	50.00	54.39	48.21	34.48	21.05	30.36
All Grades	18.18	20.68	16.96	52.81	54.01	49.11	29.00	25.32	33.93

**Conclusions based on this data:**

1. 37% of all Sierra Vista students in grades 3-6 met or exceeded standards in math.
2. 82% of all Sierra Vista students in grades 3-6 are at, near or below standards in problem solving & modeling/data.
3. 80% of Sierra Vista students in grades 3-6 were at, near, or below standards in communicating reasoning.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1396.9		1397.0		1396.2		13	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							49	

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
All Grades	32.65		28.57		24.49		*		49	

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
All Grades	40.82		32.65		*		*		49	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	13
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*			*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*			*	*	*
All Grades	14	28.57	15	30.61	13	26.53	*	*	49

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
All Grades	46.94		44.90		*		49	

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
All Grades	28.57		57.14		*		49	

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
All Grades	34.69		44.90		*		49	

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
All Grades	32.65		55.10		*		49	

**Conclusions based on this data:**

1. With 55% of EL's at the Moderate level in Writing, a focus on Writing Performance tasks based off priority standards is needed.
2. With 57% of EL's at the Moderate level in Speaking, a focus on Speaking Performance tasks based off priority standards is needed.
3. With 44% of EL's at the Moderate level in Writing, a focus on Reading (collaborative) Performance tasks based off priority standards is needed.

# 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
<b>450</b>	<b>58.2%</b>	<b>16.0%</b>	<b>0.4%</b>

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	72	16.0%
Foster Youth	2	0.4%
Homeless	14	3.1%
Socioeconomically Disadvantaged	262	58.2%
Students with Disabilities	70	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.3%
American Indian	2	0.4%
Asian	19	4.2%
Filipino	12	2.7%
Hispanic	282	62.7%
Two or More Races	12	2.7%
White	91	20.2%

### Conclusions based on this data:

1. With 282 hispanic students at SV it is imperative that the cultural needs of this specific subgroup are met through parent engagement opportunities and staff cultural proficiency trainings.
2. With 262 socioeconomically disadvantaged students at SV it is imperative that SV continue to grow their PBIS framework as well as an implementation plan for SEL.
3. With 72 English learners at SV a focus on increasing the capacity of English Language Development strategies among teachers and support staff in the classroom is essential.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

### Conclusions based on this data:

1. With an ORANGE in Chronic Absenteeism it is evident that a need for parent education attendance incentives are provided, so that a correlation is made between school attendance and school budgets.
2. With a GREEN in Math a continued strategic focus on data analysis and the appropriate placement of staff based off of expertise.
3. With a BLUE in ELA data driven intervention systems will continue to ensure progress.

# 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:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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		
<p><b>All Students</b></p>  Blue 14.8 points above standard Increased 25.5 points 230 students	<p><b>English Learners</b></p>  Green 8.6 points above standard Increased 26.9 points 48 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 1.1 points below standard Increased 28.6 points 145 students	<p><b>Students with Disabilities</b></p>  No Performance Color 54.5 points below standard Increased 46.7 points 32 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 37 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 points above standard Increased 17.3 points 149 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Blue 35.4 points above standard Increased 24.8 points 42 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
45.1 points below standard Increased 19.1 points 22 students	54 points above standard Increased 15.6 points 26 students	16.2 points above standard Increased 25.6 points 179 students

#### Conclusions based on this data:

1. An increase of 17.3 points among our 149 hispanic students indicates that our cultural proficiency awareness has improved.
2. A increase of 26.9 points among our 48 English Learner students indicates that our ELD instruction continues to improve.
3. A increase of 28.6 points among our 145 Socioeconomically students indicates that our PBIS school-wide focus has made a significant impact.

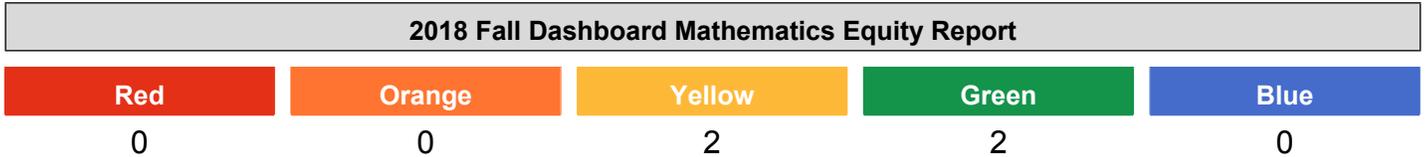
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>18.8 points below standard</p> <p>Increased 8.4 points</p> <p>230 students</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>17.6 points below standard</p> <p>Increased</p> <p>20.8 points 48 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>30.6 points below standard</p> <p>Increased 11.6 points</p> <p>145 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>76.8 points below standard</p> <p>Increased</p> <p>26.2 points 32 students</p>

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 2.6 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.7 points below standard Increased 3.5 points 149 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Green 3.9 points below standard Increased 7.9 points 42 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
52.7 points below standard Increased 35.1 points 22 students	12 points above standard Increased 9.6 points 26 students	19.2 points below standard Increased 5.3 points 179 students

**Conclusions based on this data:**

1.

# 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
49	32.7%	28.6%	24.5%	14.3%

### Conclusions based on this data:

1. Sierra Vista currently has 61.8% of our students at a Level 3 or Level 4. These students are using the English language in a effective and productive manner in all academic areas.
2. Sierra Vista's Level 2's and 1's need targeted data driven support in speaking, listening, and writing.

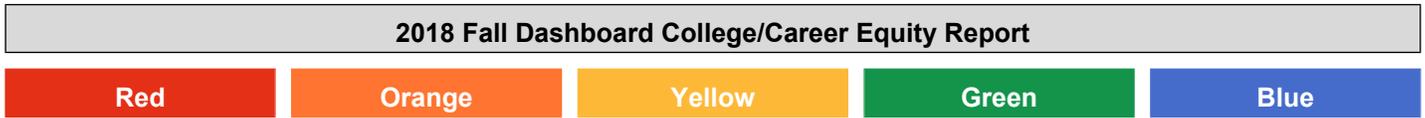
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

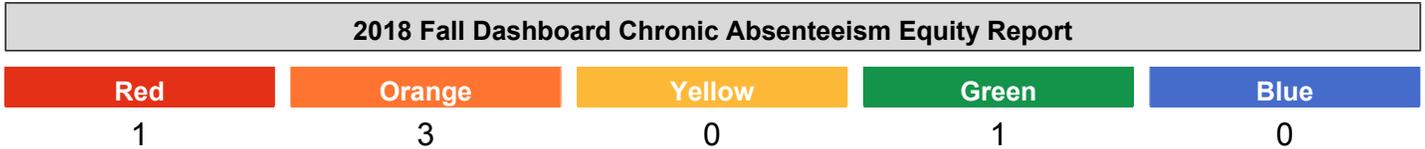
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Orange	 No Performance Color
8.9% chronically absent	6.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.2%	Increased 2.7%	3 students
462 students	73 students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Red	 Orange
33.3% chronically absent	12% chronically absent	13.6% chronically absent
18 students	Increased 3.9%	Increased 1.7%
	274 students	81 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 22.2% chronically absent Maintained 0% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 5.3% chronically absent Increased 5.3% 19 students	 No Performance Color 8.3% chronically absent Increased 8.3% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9% chronically absent Increased 3.3% 288 students	 No Performance Color 5.3% chronically absent Maintained 0.3% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 6.3% chronically absent Declined 1.3% 95 students

**Conclusions based on this data:**

1. Sierra Vista's overall increased by 2.2%. Our site will begin to implement a monthly reward challenge for all classes that maintain or show growth.

# School and Student Performance Data

## Academic Engagement Graduation Rate

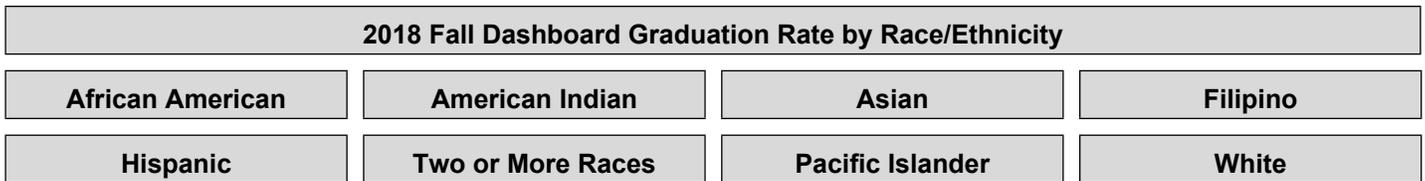
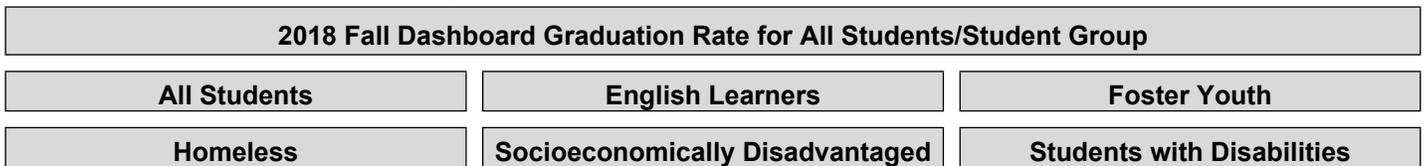
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

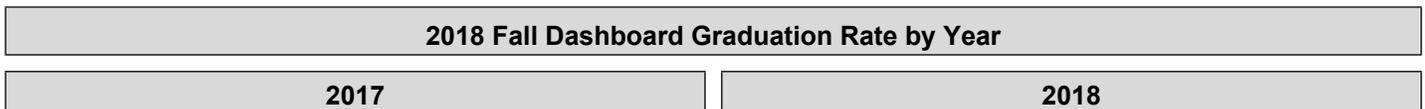
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

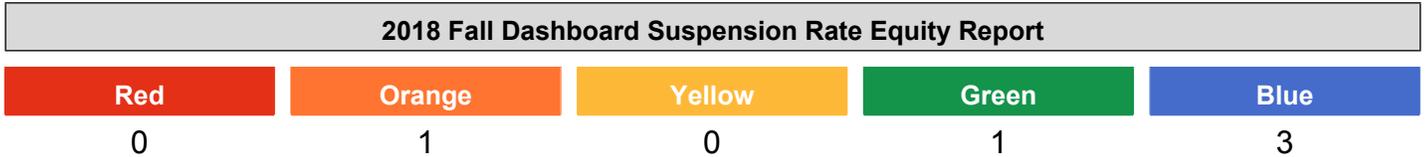
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0.4% suspended at least once Declined -0.4% 472 students	<p><b>English Learners</b></p>  Orange 1.4% suspended at least once Increased 1.4% 73 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once 20 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 0.7% suspended at least once Declined -0.5% 282 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Declined -2.6% 83 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.6% suspended at least once Maintained 0.1% 28 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3% suspended at least once Declined -0.4% 293 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -1.1% 99 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	0.9% suspended at least once	0.4% suspended at least once

**Conclusions based on this data:**

1. Sierra Vista's suspension rate has continued to decline over the past several years. We will continue to focus our efforts through effective climate and culture work utilizing PBIS and Capturing Kid's Hearts.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

System Alignment of Multi-Tiered System of Supports (MTSS) where programs and services meet the academic, social, emotional and physical needs of students.

## Goal 1

Sierra Vista will use data to facilitate equitable instruction, intervention, and enrichment through the implementation of performance tasks of grade level standards.

## Identified Need

Although grade level instruction is occurring, a need for specific guided data-driven instruction in literacy and numeracy is in order to achieve mastery.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	Overall performance on the ELPAC was 34% Well-Developed (Level 4); 55% Somewhat Moderate (Level 2/3); 11% Beginning (Level 1)	An overall performance growth of 100% of our Level 1 to an Level 2, 100% of our Level 2 to Level 3, and a 50% increase from Level 3 to Level 4.
ELA CAASPP Results	Overall preliminary performance on the CAASPP was 57% of our students met or exceeded standards	An overall performance growth of 13% in met or exceeded standards. (Goal of 70%)
Math CAASPP Results	Overall preliminary performance on the CAASPP was 35% of our students met or exceeded standards	An overall performance growth of 35% in met or exceeded standards. (Goal of 70%)
VAPA (Visual and Performing Arts)	Band for 5th and 6th Only Choral Instructor for Grade TK-6	Incorporate theater, art, and digital arts as an exploratory wheel during our band time so all upper grade students have an opportunity to receive VAPA.
iReady/Fountas and Pinell ELA	Grade Level performance on the iReady ELA Diagnostic on or above grade level. K:50% 1:29% for one class 2:35%	An overall performance growth of 20% on or above grade level standards (goal of 70%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3:60% 4:45% 5:26% 6:38% Additionally, 1st grade F and P data 67% are on or above grade level	
iReady MATH	Grade Level performance on the iReady Math Diagnostic on or above grade level. K:34% 1:10% for one class 2:28% 3:35% 4:31% 5:27.% 6:39.5%	An overall performance growth of 20% on or above grade level standards (goal of 70%)

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Positive Behavior Intervention and Supports (PBIS)  
 Behavior Assembly, Playworks, PBIS Roadshow

#### 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)

3,000

1000

Source(s)

ELLI

ELLI

### 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

Collect and analyze iReady ELA, math and EL data; identify students from each grade level for reading and math interventions and their specific literacy or math needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,200	Title I
8,000	Title I

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

Provide teachers with opportunities to attend conferences and district provided staff development to increase student engagement and technology use in the classroom.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,500	Title I
2,500	ELLI

**Strategy/Activity 4**

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

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

Students below grade level in Math and Reading

Strategy/Activity

Provide additional reading and math intervention for non-proficient students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	Title I
500	Title I

11,250	Title I
3,750	ELLI

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Continue to utilize Project Wisdom daily character traits.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 6**

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

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

selected students per week

Strategy/Activity

Continue to send home positive postcards from the teachers.

**Proposed Expenditures for this Strategy/Activity**

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

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

500	ELLI
-----	------

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Maintain a restorative discipline model for behavior. (Tier 2 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)
-----------	-----------

1,500	Title I
1,500	ELLI

**Strategy/Activity 8**

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

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

Selected students based on behavior expectations. (Show respect, Offer kindness, Act responsibly, and Remain safe)

Strategy/Activity

Utilize shout outs that are aligned to SOAR.

**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)
250.00	ELLI

**Strategy/Activity 9**

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

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

All students

Strategy/Activity

Climate and Culture Implementation

**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)
600.00	Title I

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

Variety of After School Opportunities

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I

2,000

ELLI

### **Strategy/Activity 11**

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

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

Tk-6th grade students

Strategy/Activity

VAPA Choral Instructor

#### **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)

6,500

Title I

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Innovative Use of Technology

## Goal 2

Students will be engaged and challenged as they they research, write, receive feedback, and present their content through technology in innovative ways.

## Identified Need

Students need more opportunities to research, write, receive feedback, and present the content they are acquiring through technology.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Forms	Beginning Implementation	Students use in Science and Math for collecting data
Google Sheets	Beginning Implementation	Students present data collected with speaking standards through collaboration
Google Docs	Beginning Implementation	Produce writing with peer and teacher editing
Class Hub	Beginning Implementation	Monitor students to increase participation and safety
Google Slides	Beginning Implementation	produce/present final performance tasks
Typing Program	Beginning Implementation	be prepared for SBAC performance task

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

Purchase technology programs (i.e. Class Hub...)

**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)

2,500

Source(s)

ELLI

**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

Utilize online resources to increase computer literacy skills

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

Grades TK/K

Strategy/Activity

Utilize Smarty Ants

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

ELD Students

Strategy/Activity

Utilize Imagine Learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

	ELLI
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Teaching and Learning

## Goal 3

Sierra Vista will provide equitable support to all students with an emphasis on improving speaking and listening skills and problem solving by communicating reasoning through performance tasks using WICOR strategies.

## Identified Need

Speaking and Listening Exemplars must be developed in order to assess mastery at each grade level, and Math Exemplars are being accessed school-wide but need to be utilized as performance tasks to show mastery.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common Core Performance Tasks	Being Drafted	Task 1- 25%, Task 2- 50%, Task-75% Mastery
Unit Culminating Activities	Being Developed	100% Mastery
WICOR Strategies	Priority Standards (ELA) Major Cluster Standards (Math)	Increase in Writing, Inquiry, Collaboration, Organization, Reading/Rigor

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Provide project based learning activities with students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELLI

## 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

Teachers differentiate lessons to meet the needs of all students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

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

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

above, at, or below grade level and EL students

### Strategy/Activity

Small group instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

## Strategy/Activity 4

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

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

all students; emphasis on EL's in the area of speaking and listening

### Strategy/Activity

Teachers will design lessons to increase student's capacity in the area of speaking and listening and problem solving by communicating reasoning.

### 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)

ELLI

## Strategy/Activity 5

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

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

all students:

### Strategy/Activity

Teachers and students will utilize WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

ELLI

## Strategy/Activity 6

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

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

Grades 2-6; emphasis on AVID students.

### Strategy/Activity

Utilize WICOR strategies by implementing 2 or 3 column note taking strategies.

### 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)

Title I

## Strategy/Activity 7

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

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

all students

### Strategy/Activity

Utilize COSTAS Levels of 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)

Title I

**Strategy/Activity 8**

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

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

all students

**Strategy/Activity**

Promote College exploration

**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)

ELLI

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Inclusive Environment for Parent Leadership and Advocacy Skills

## Goal 4

Sierra Vista will provide opportunities for parents and community to plan and participate in the school-wide development of climate and culture.

## Identified Need

A variety of parent sub groups to have a presence on campus and provide input

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Survey	86% parent perception overall	85% approval rating 10% room for growth
Student Survey	81% for hope, 81% engagement, 66% wellbeing	80% approval rating 20% room for growth
Teacher Survey	64% instructional leadership, 59% operational leadership, 50% climate leadership	70% approval rating 30% room for growth

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Provide opportunities for parent involvement through AVID, Math, ELA, Report Cards and Technology Nights

### 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)

ELLI

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Provide opportunities for parent involvement through grade level culminating activities. ie: Third grade "Living Museum"

#### 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)
250	ELLI
250	ELLI
250	ELLI
250	Title I

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Provide opportunities for parent involvement through Theme Based Family Nights

#### 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)
	Title I

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,300.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$110,050.00

Subtotal of additional federal funds included for this school: \$110,050.00

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

State or Local Programs	Allocation (\$)
	\$0.00
ELLI	\$20,250.00

Subtotal of state or local funds included for this school: \$20,250.00

Total of federal, state, and/or local funds for this school: \$130,300.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Roxanne Rubert	Principal
TBD	Other School Staff
Natalie Powers	Classroom Teacher
Emily Cowley	Classroom Teacher
Roxanne Alvarez	Other School Staff
Debra Johnson	Classroom Teacher
Lynette Monk Dezan	Parent or Community Member
Tina Banta	Parent or Community Member
Victoria Ramirez	Parent or Community Member
Mina Eekhouagry ELAC Rep	Parent or Community Member
Mirna Abdelmalak ELAC Rep	Parent or Community Member
Linda Thompson	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-23-2019.

Attested:

Principal, Stacey Wickum on 5-23-19

SSC Chairperson, Victoria Ramirez on 5-23-19

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-23-2019.

Attested:

Principal, Stacey Wickum on 5-23-19

SSC Chairperson, Victoria Ramirez on 5-23-19

*Roxanne S. Rubat 5/23/19*