

School Year:

2021-22



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	20-65243-6024046	5-13-2021	6/22/2021

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.

GOALS- Sierra Vista Single Plan for Student Achievement for 2021-2022

Sierra Vista's focus moving forward will be to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, and improve student achievement and outcomes on local site assessments, district assessments, and state standardized tests.

Common Core

For 2021-2022, school years administration will use focus walks to monitor the Common Core strategies that have been introduced to the staff through staff development training. These strategies include the usage of higher-order questioning strategies, Number talks, Close Reading, Thinking maps, Write from the Beginning, Kagan strategies, and academic vocabulary.

English Learner Principles

For the 2021-2022 school years administration will use focus walks to monitor the four English Learners Principles strategies of focus this year. These strategies include language objectives for all ELD lessons, speaking in complete sentences, error corrections, and 50-50. In order to meet the required 45 minutes of English Language Development at the appropriate level for all of our English Learners, Sierra Vista will be hiring a part-time English Language Development teacher. This teacher would teach ELD for 3 sessions of 45 minutes each to 4th-6th grade students and 1 session to all students who had been in the United States for less than 1 school year.

Teacher Collaboration Time

Teachers work collaboratively during their grade level planning time to discuss best practices to support their classroom instruction aligned to the common core. Teachers will turn in an agenda of topics discussed along with a teacher sign-in sheet. Administration and TSAs provide support during these planning times if requested.

Three 'R's - Reading, wRiting, and aRithmetic

Kindergarten -1st will focus on phonemic awareness, on letter/sound instruction, word work, and word imaging during the whole, guided reading, and small group instruction.

RtI TSA will be pulling targeted students from second through sixth for small group instruction to help intervene and work on specific deficiencies.

As a staff, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. To enhance our intervention time, Tier 2 time, teachers will get support in continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies.

Data from a variety of tests and informal assessments will be used to drive reflective conversations during grade-level collaboration time, using the cycle of the inquiry process.

As a staff, we will focus on improving our understanding of and working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction.

For our parents, we will provide opportunities to support their own children. We will continue to send home monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their child in productive activities. The goal is to give parents an opportunity to learn skills that can help them support at home...in a fun and engaging format for both parent and child. We will continue to solicit parent volunteers to help in their child's classroom in centers, also for them to help with other school activities throughout the year.

Continue to work on maintaining our strengths:

1. SMART Goals for teachers & students "Student & Teacher Ram Chats
2. Outline year calendar for Test Prep Clear Academic Goals TK-6 for Math, ELA, & attendance
Sierra Vista's Webpage TK-6 teachers have taken ownership for all students learning
3. Trainers PBIS training school-wide implementation & PD for all staff

We will be aligning our SPSA and our Strategic Academic Plan

SV Strategic Academic Plan Initiative:

1. If we... implement the necessary components of the good first instruction in our lesson plans that are followed with fidelity, support the professional growth of teachers to provide high-quality teaching, and monitor implementation,
Then... teacher capacity will be built and all students would meet grade-level standards
And... all students would be on a strong path to career or college readiness.

Continue to work with our staff on Professional Learning Communities to improve classroom instruction, increase student achievement and teacher collaboration by answering the following:

What do we want all students to learn?

How will we know if they have learned it?

How will we respond when learning has not occurred?

How will we respond when learning has already occurred?

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).

ELAC survey of parent needs. The results show that parents do feel the school is safer now that the fence line has been re-done in front of the office.

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 work collaboratively during their planning time to produce common pacing guides and lesson plans that reference the adopted core instructional materials that will be used to teach the required state standards. Through focus walks administration is able to monitor if these plans and materials are used throughout the grade level. Our Teachers on Special Assignment (TSAs) and administration support these planning sessions. Grade level pacing guides as well as their collaborative planning day minutes are submitted to administration.

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)

Teachers have backward mapped their essential power standards for the year in each grade level. They then work as a grade-level team and generate/refine their pacing guides. These guides are revisited 4 times a year to assure they are on pace. They use their pacing guides to plan out their Common Formative Assessments (CFAs) for the year.

After providing their initial instruction, teachers meet with the site CnI TSA to determine the approach they are going to take for students who are still struggling to master the standard taught. Through a Cycle of Inquiry (COI) process, each grade level develops a Tier I re-teach plan and/or a Tier II intervention plan. To maintain a spiraling of power standards, each grade level develops a plan on how they are going to revisit essential standards and concepts throughout the year to maintain students' mastery of all grade-level content.

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

Due to COVID and distance learning some of our monitoring strategies had to change-- to focus more on the Social Emotional well being of our students and observing their progress more through classroom observation & formative assessments vs. summative assessments--

Data from a variety of tests and informal assessments is used to drive reflective conversations during grade-level collaboration time, using the cycle of the inquiry process. During this time, teachers examine their student's scores as well as their class totals and compare them with other classes in the same grade level at our site and from other schools. During our regular school day for online learning, we used Title I funds to pay for substitute teachers for TK-1st grade to assess students in person and online on local assessments ESGI (TK-K) and NSGR TK-1st. We also used a substitute for NSGR for all 2nd- 6th-grade students for the teachers to have time to assess each student one on one in reading. During our Wednesday's teachers examine local assessments or CFA data looking at how students scored on specific standards. For the weak areas, which are essential standards, they plan lessons to remediate. At this time, they will also plan the method of retesting that standard. Since teachers have their individual classroom scores, they can compare their students to those of other teachers. This allows them to ask questions of other teachers so they can share best practices.

Inform instruction:

Teachers use CFU strategies during their lessons and use that data to drive the next steps in the lesson delivery process. They use CFA data to determine if there is a need to re-teach individual students, groups of students, or the whole class. DPA data is examined, with an eye towards previously taught skills, to determine if students mastered them and also to see if there are any standards that students already know.

In addition, during weekly collaboration time and periodic planning days, teachers compare results of individual students as well as results between classrooms. In this way, they are able to discuss what worked and share best practices.

Monitor progress:

Progress is monitored within each lesson using CFU strategies. It is monitored periodically with teacher-made tests, CFAs, DPAs, and assessments from the core materials.

Student placement:

Students are chosen for intervention based on a variety of measures, depending on the intervention.

CELDT and ELD DPA scores are used to place our EL students into ELD deployment groups.

Students are placed in our Literacy Lab, when they show no growth in targeted areas of reading, even after receiving targeted in class Tier II intervention.

In math, students are provided re-teaching time based on CFAs, DPAs, informal classroom assessments, and observations during the lesson.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our MUSD human resources looks at all newly hired teachers and their certification. If a teacher needs assistance to become highly qualified our district provides mentors through our MIC program. Multiple opportunities for professional development on classroom management, ELA, ELD, and Mathmatics.

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

District and school site offer multiple times during the year professional development on state & local school board of education materials on all subject areas.

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

Some of our assessments had to be adapted to our new ONLINE distance learning model.

Alignment of common formative assessments to Smarter Balanced performance-oriented tasks needs to be at the forefront of planning. CCSS needs to be utilized to create units of study that lend themselves to a performance task. Curriculum and lesson design time for planning – Certificated Sub/Teacher Extra Time

- * Review and analyze data student achievement data through common formative assessments to identify student needs.
- * Identify key standards, deconstruct for instruction, and create a pacing schedule for instruction.
- * Work collaboratively with teachers to identify materials and high-leverage strategies to utilize during instruction.
- * Provide professional development to assist teachers in understanding and using data to increase student achievement.
- * Provide professional development to assist teachers in the transition to common core, in lesson planning and design, with effective instructional strategies, etc.
- * Provide demonstration lessons and facilitate teacher observations of peers.
- * Provide cognitive coaching/feedback on instructional effectiveness.

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

Professional Learning Communities

- * Professional development based on pedagogy and current best practices.
- * Assess and align current practices at school for school reform and improvement.
- * Training for school leadership such as:

Principals Institute Common Core Leadership, etc.

Teacher Extra Time

- * Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of the school.
- * Periodically meet to review student academic achievement data and create a plan of action.

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

Teachers in all grade levels were provided consistent time to collaborate at least on a weekly basis.

Teaching and Learning

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

During our Wednesdays, teachers examine DPA or CFA data looking at how students scored on specific standards. For the weak areas, which are essential standards, they plan lessons to remediate. At this time, they will also plan the method of retesting that standard. Since teachers have their individual classroom scores, they can compare their students to those of other teachers. This allows them to ask questions of other teachers so they can share best practices.

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

Each grade level has a daily schedule with instructional minutes listed. These are confirmed during periodic focus walks/drop ins on line into the teachers classes by admin and grade level planning sessions. Instructional time is protected by implementing the following:

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

Data from a variety of tests and informal assessments is used to drive reflective conversations during grade-level collaboration time, using the cycle of the inquiry process. During this time, teachers examine their student's scores as well as their class totals and compare them with other classes in the same grade level at our site and from other schools. Every grade level has Instructional Planners-- with their daily lesson plans adapting their lesson plans on a daily or weekly if needed.

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

Teachers work collaboratively during their planning time to produce common pacing guides and lesson plans that reference the adopted core instructional materials that will be used to teach the required state standards. Through focus walks/drop-ins administration is able to monitor if these plans and materials are used throughout the grade level. Our Teacher on Special Assignment RTI TSA and administration support these planning sessions. Grade-level pacing guides, as well as their collaborative planning day minutes, are submitted to the administration.

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 students are provided with Board adopted core instructional program materials in ELA, ELD, and math. This is monitored in a variety of ways. Annually, the Williams team from the Madera County Office of Education, confirms that we have adequate materials for all students. Purchase orders are retained as proof that replacement textbooks have been ordered as enrollment changes throughout the year. In addition, we utilize our library system to track textbooks checked out to each student and/or classroom. Finally, as the administration completes periodic focus walks, they observe the use of the core in every classroom.

Opportunity and Equal Educational Access

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

Inform instruction:

Teachers use CFU strategies during their lessons and use that data to drive the next steps in the lesson delivery process. They use CFA data to determine if there is a need to re-teach individual students, groups of students, or the whole class. DPA data is examined, with an eye towards previously taught skills, to determine if students mastered them and also to see if there are any standards that students already know.

In addition, during weekly collaboration time and periodic planning days, teachers compare results of individual students as well as results between classrooms. In this way, they are able to discuss what worked and share best practices.

Monitor progress:

Progress is monitored within each lesson using CFU strategies. It is monitored periodically with teacher-made tests, CFAs, DPAs, and assessments from the core materials.

Student placement:

Students are chosen for intervention based on a variety of measures, depending on the intervention.

CELDT and ELD DPA scores are used to place our EL students into ELD deployment groups.

Students are placed in our Literacy Lab, when they show no growth in targeted areas of reading, even after receiving targeted in class Tier II intervention.

In math, students are provided re-teaching time based on CFAs, DPAs, informal classroom assessments, and observations during the lesson.

Evidence-based educational practices to raise student achievement

Tier I: All students are provided a guaranteed high-quality first instruction through the articulation of standards and pacing. Teachers identify and monitor their Tier I students with their daily checking for understanding (CFU) during lessons, with teacher-developed common formative assessments (CFA), and district progress assessments (DPA). This data is used to modify their teaching strategies. Interventions in the Tier I level represent core instruction, universal access to core materials, and differentiated instruction, that is primarily provided in class, and again in re-teaching of a standard through deployment.

Tier II: Students who are not meeting proficiency minimum expectancies in their core instruction from a collection of CFAs and other designated grade level data in a given content area are referred to the Coordination of Services Team (COST) by their teacher. At that time, each referred student is reviewed and given additional support in the classroom setting, either through small group instruction or additional computer-based interventions. At this point, a student has obtained a Tier II status, which will be documented in the child's CUM folder with a Green Folder where all documents related to interventions are recorded and monitored. Documents include completed Response to Intervention and Instruction forms that list relevant student data, pre-test information on the targeted area of need for the individual student, and progress monitoring data. This data is reviewed at grade level coordination of services team (COST) meetings. All Literacy Lab information documenting daily attendance, progress monitoring, and pre and post-test results are placed in the green folder. If a student has had a Student Study Team (SST) meeting, that paperwork would also be placed in the green folder.

Tier III: If a student continues to show a lack of progress with the targeted Tier II interventions, they are moved to a Tier III status. Tier III students are guaranteed access to our Literacy Lab where they receive a minimum of 45 minutes of intense intervention. They receive a 'battery of tests to provide a baseline of information, are progress monitored daily during the lesson as well as with the midyear DIBELS progress monitoring tool, and receive the battery of tests at the end of the year to confirm progress.

The battery of tests looks at the following: pseudowords, oral reading fluency, listening comprehension, and symbol imagery. This information is logged.

Admin and TSA's attend GL meetings and participate in planning discussions, ensuring a continued focus on our EL population. During grade-level meetings, data from math and ELA tests are reviewed using the COI process which specifically asks how our ELs are performing and what will be done to remediate for those who are struggling. These discussions occur during early release days as well as grade-level planning days. In addition, during these days, teachers plan their small group instruction times and also their deployment groups. Our Literacy Lab targets students who are struggling in reading. Teachers emphasize what English learner students in grades 2-8 need to do to be re-designated. They set goals for how they will perform on the CELDT. Higher-order questioning (HOQ) – moving from recall questioning to performance tasks-oriented questions. Building Authentic Collaborative cultures for students. Students collaborate in a highly calibrated setting, in pairs, small groups, and whole-class discussions. Comprehension teaching, building schema through understanding and using the different types of comprehension.

Parental Engagement

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

Increased publication and announcing of public meetings to allow more parents the opportunity to participate. Survey parents which time is best available to the majority of stakeholders can participate. Parent education forums are also helpful to educate parents on school policy and initiatives.

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)

As per Ed Code 64001, our school site council was instrumental in planning, monitoring, and evaluating the activities and expenditures for all consolidated application programs operated at Sierra Vista Elementary to improve student achievement. English Language Advisory Committee (ELAC) is also consulted based on information provided at SSC, as well as items identified in the initial meeting parent survey. Thereafter, feedback is reported back to SSC. Information relating to the SPSA is shared many times during the year – Title 1 Parent Meeting, Parent meetings, SSC meetings, and presentation of SAP plan.

Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program and Safety Committee.

Updates are made and approved by our SSC as changes in the budget are shared by the district office.

Funding

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

We had to make adjustments to our interventions allowing for changes in the way we delivered interventions to all students due to Distance Learning:

After School Intervention – Teacher Extra Time

- * Provide tutoring to targeted students needing extra support in English language arts.

- * Provide materials and supplies for after-school tutoring instruction. Coordination of Services Planning: COST Certificated Sub

- * Review and analyze student achievement data scores, district assessments, and common formative assessments to identify the needs of students At-Risk

- * Provide intervention, targeting student's identified needs, and parent-teacher conference for Student Study teams.

Instructional Supplies and materials

- * Purchase materials and supplies that supplement the core program. Standards Plus, Renaissance Learning, Scholastic News, Rigby Readers, etc..., Classified Extra Time

- * Assure proper record keeping and program placement for all English Learner students.

- * Provide home-school communication of academic achievement in relation to English acquisitions.

Fiscal support (EPC)

Title I Parent Education and Professional Development

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

Stakeholder Community Meetings

Madera Unified held LCAP update and input meetings with the following stakeholder groups between the months of September to May:

- Students
- Parents / Guardians
- Employees / Administration

Parent Focused LCAP Community Meeting at Sierra Vista: LCAP input meetings were held with parents to obtain their respective feedback on the most important state priorities and resources needed to address the state priorities. People in attendance discussed and prioritized the top areas they would like the district to dedicate resources/services toward by voting. The results were tallied at the end of each meeting. The entire group then reviewed the results. The parent generated a number of unique ideas/solutions. Please use the following URL to access the detailed parent notes <http://www.madera.k12.ca.us/Page/8571>. The top parent feedback items were the following: Healthier Cafeteria Food, Surveillance Cameras, Smaller Class sizes 24:1, Shaded Play Area, More Restrooms

Parent Committees: During the 2020-2021 school year, LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Monthly Coffee with Administration was established through zoom meetings once a month 1- in the morning and 1 in the evening. Parent committees include English Language Advisory Committee (ELAC) and School Site Council (SSC).

Leadership Meetings with Grade Level Leads, Vice Principal, and Teachers on Special Assignment (PLSS's, C&I): LCAP input meetings were held with Principals and Vice Principals to obtain their respective feedback on the most important state priorities and resources needed to address the state priorities. Over 120 administrators participated in the LCAP input meetings.

Teacher Meetings: During the 2020-21 school year, Madera Unified Teachers' Association (MUTA) representatives held LCAP input meetings where they were asked to provide their respective feedback on the resources needed to address the district's goals. Our Sierra Vista teachers participated in the LCAP input meetings on their early out Thursday.

Strategic Academic Planning Meetings with Grade Level Leads & District Officials: During the 2020-2021 school year, the school district introduced the Strategic Academic Planning Days. The purpose of the planning days are to identify areas of focus and the resources needed to accelerate student learning. Principals presented information regarding their site needs to a team consisting of leadership. The data points identify the strengths, weaknesses, and resources needed to improve student achievement. Among the needed resources, the following became a theme: More time for Professional Development (PD), More time for Professional Learning Communities (PLC). More substitutes available to cover class during PD and PLC time for teachers

Resource Inequities

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

GREATEST NEEDS

Sierra Vista's performance on state indicators reported in the California School Dashboard shows the district's greatest need area is to improve performance on the ELA & MATH. Additionally, the district needs to make significant improvements to both the English Learner progress indicator and suspension rate indicator.

The SLT (Leadership) Team & schoolwide teachers selected the following as Greatest Needs as we updated our Strategic Academic Plans:

1. Strong Implementation of Balanced Literacy program TK-6
2. Strong Implementation of Balanced Math TK-6
3. Strong Implementation of English Language Development TK-6
4. Strong Implementation of PLCs

PERFORMANCE GAPS

The selected the following as Performance Gaps:

- Implementation of Plan (putting in action)
- Learning Curve
- MATH
- Math Fluency still a need
- ELA
- Language (Grammar)
- SLT/PLC Team- Roles need to be clearer
- Mindset- Our kids can't do it
- Tier 1 (Doesn't work for all kids)
- Tracking Tier 1-2-3

- PLC Culture expectations

The Schoolwide staff & School Site members selected the following as Greatest Progress.

INCREASED OR IMPROVED SERVICES

In addition to what has been stated above, Sierra Vista will improve services for our students by implementing the following initiatives:

GOAL 1

- Action 1-Provide teacher release time, extra time for PD and Travel & Conference
- Action 2-Purchase supplemental Instructional supplies, books & references materials, and duplication/print shop
- Action 3-Response to Intervention TSA
- Action 4-Clerk Extra Time

GOAL 2

- Action 1-PBIS training
- Action 2-Purchase supplemental material
- Action 3-Intervention/Universal Access

GOAL 3

- Action 1-Purchase supplemental Instructional supplies, books & references materials, and duplication/print shop
- Action 2-Provide teacher/classified release time & extra time

GOAL 4

- Action 1-Purchase technology & supplemental materials

Continue with our SAP initiative:

SV Strategic Academic Plan Initiative:

1. If we... implement the necessary components of the good first instruction in our lesson plans that are followed with fidelity, support the professional growth of teachers to provide high-quality teaching, and monitor implementation,

Then... teacher capacity will be built and all students would meet grade-level standards

And... all students would be on a strong path to career or college readiness.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.52%	0.98%	0.76%	3	6	5
African American	1.21%	1.31%	0.91%	7	8	6
Asian	0.17%	%	0.15%	1		1
Filipino	%	%	0%			0
Hispanic/Latino	97.24%	96.23%	96.53%	564	587	639
Pacific Islander	%	%	0%			0
White	0.69%	1.31%	1.21%	4	8	8
Multiple/No Response	0.17%	0.16%	0.3%	1	1	1
Total Enrollment				580	610	662

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	111	116	149
Grade 1	66	104	91
Grade 2	85	74	108
Grade3	72	92	78
Grade 4	90	68	84
Grade 5	66	89	67
Grade 6	90	67	85
Total Enrollment	580	610	662

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	364	369	380	62.8%	60.5%	57.4%
Fluent English Proficient (FEP)	82	76	102	14.1%	12.5%	15.4%
Reclassified Fluent English Proficient (RFEP)	43	28	56	7.8%	7.7%	15.2%

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	126	75	92	126	73	90	126	73	90	100	97.3	97.8
Grade 4	112	90	71	111	89	69	111	89	69	99.1	98.9	97.2
Grade 5	111	67	91	111	67	90	111	67	90	100	100	98.9
Grade 6	109	88	67	109	87	67	109	87	67	100	98.9	100
All Grades	458	320	321	457	316	316	457	316	316	99.8	98.8	98.4

* 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	2363.	2358.	2377.	6.35	5.48	7.78	13.49	12.33	22.22	23.81	34.25	24.44	56.35	47.95	45.56
Grade 4	2408.	2403.	2395.	8.11	6.74	4.35	13.51	16.85	20.29	27.03	21.35	15.94	51.35	55.06	59.42
Grade 5	2442.	2445.	2440.	9.91	4.48	4.44	18.92	16.42	18.89	19.82	35.82	24.44	51.35	43.28	52.22
Grade 6	2490.	2484.	2491.	2.75	9.20	7.46	31.19	22.99	20.90	33.94	25.29	34.33	32.11	42.53	37.31
All Grades	N/A	N/A	N/A	6.78	6.65	6.01	19.04	17.41	20.57	26.04	28.48	24.68	48.14	47.47	48.73

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	7.14	5.48	11.11	30.95	34.25	44.44	61.90	60.27	44.44
Grade 4	7.21	4.49	8.70	45.05	44.94	40.58	47.75	50.56	50.72
Grade 5	10.81	11.94	5.56	39.64	41.79	43.33	49.55	46.27	51.11
Grade 6	6.42	10.34	8.96	53.21	39.08	41.79	40.37	50.57	49.25
All Grades	7.88	7.91	8.54	41.79	40.19	42.72	50.33	51.90	48.73

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	6.40	4.11	5.56	40.80	38.36	45.56	52.80	57.53	48.89
Grade 4	3.60	3.37	1.45	47.75	47.19	39.13	48.65	49.44	59.42
Grade 5	10.81	8.96	11.11	44.14	52.24	38.89	45.05	38.81	50.00
Grade 6	4.59	13.79	11.94	50.46	33.33	58.21	44.95	52.87	29.85
All Grades	6.36	7.59	7.59	45.61	42.41	44.94	48.03	50.00	47.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.97	5.48	5.56	62.70	64.38	75.56	33.33	30.14	18.89
Grade 4	7.21	4.49	10.14	59.46	64.04	53.62	33.33	31.46	36.23
Grade 5	6.31	4.48	5.56	48.65	58.21	60.00	45.05	37.31	34.44
Grade 6	8.26	4.60	5.97	71.56	67.82	61.19	20.18	27.59	32.84
All Grades	6.35	4.75	6.65	60.61	63.92	63.29	33.04	31.33	30.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.08	13.70	8.89	42.86	42.47	51.11	42.06	43.84	40.00
Grade 4	11.71	13.48	8.70	49.55	49.44	34.78	38.74	37.08	56.52
Grade 5	14.41	11.94	12.22	41.44	44.78	37.78	44.14	43.28	50.00
Grade 6	21.10	27.59	11.94	52.29	41.38	53.73	26.61	31.03	34.33
All Grades	15.54	17.09	10.44	46.39	44.62	44.30	38.07	38.29	45.25

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	126	76	91	126	75	90	126	75	90	100	98.7	98.9
Grade 4	112	90	71	111	90	69	111	90	69	99.1	100	97.2
Grade 5	111	67	91	111	67	90	111	67	90	100	100	98.9
Grade 6	109	88	67	109	88	67	109	88	67	100	100	100
All Grades	458	321	320	457	320	316	457	320	316	99.8	99.7	98.8

* 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	2397.	2390.	2393.	7.94	5.33	6.67	19.84	22.67	24.44	28.57	22.67	24.44	43.65	49.33	44.44
Grade 4	2425.	2430.	2426.	1.80	5.56	4.35	13.51	14.44	17.39	41.44	40.00	30.43	43.24	40.00	47.83
Grade 5	2432.	2471.	2443.	1.80	7.46	5.56	9.91	10.45	10.00	24.32	37.31	26.67	63.96	44.78	57.78
Grade 6	2486.	2468.	2453.	7.34	9.09	4.48	17.43	7.95	7.46	36.70	32.95	31.34	38.53	50.00	56.72
All Grades	N/A	N/A	N/A	4.81	6.88	5.38	15.32	13.75	15.19	32.60	33.44	27.85	47.26	45.94	51.58

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	18.25	14.67	21.11	34.13	26.67	31.11	47.62	58.67	47.78
Grade 4	8.11	12.22	14.49	32.43	32.22	26.09	59.46	55.56	59.42
Grade 5	2.70	13.43	8.89	26.13	37.31	26.67	71.17	49.25	64.44
Grade 6	15.60	13.64	7.46	33.94	22.73	26.87	50.46	63.64	65.67
All Grades	11.38	13.44	13.29	31.73	29.38	27.85	56.89	57.19	58.86

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	11.11	9.33	8.89	46.03	42.67	43.33	42.86	48.00	47.78
Grade 4	4.50	8.89	5.80	35.14	40.00	46.38	60.36	51.11	47.83
Grade 5	1.80	10.45	4.44	33.33	29.85	33.33	64.86	59.70	62.22
Grade 6	9.17	4.55	5.97	43.12	40.91	25.37	47.71	54.55	68.66
All Grades	6.78	8.13	6.33	39.61	38.75	37.34	53.61	53.13	56.33

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	11.11	12.00	14.44	43.65	44.00	46.67	45.24	44.00	38.89
Grade 4	5.41	10.00	5.80	54.05	40.00	43.48	40.54	50.00	50.72
Grade 5	1.80	10.45	4.44	38.74	43.28	42.22	59.46	46.27	53.33
Grade 6	7.34	11.36	4.48	44.95	32.95	31.34	47.71	55.68	64.18
All Grades	6.56	10.94	7.59	45.30	39.69	41.46	48.14	49.38	50.95

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	1413.7	1417.8	1425.6	1429.9	1385.7	1389.5	79	75
Grade 1	1444.4	1449.5	1445.8	1456.3	1442.5	1442.1	50	59
Grade 2	1475.7	1476.5	1479.8	1484.4	1471.2	1468.1	57	48
Grade 3	1476.5	1462.1	1472.6	1456.1	1479.8	1467.5	45	43
Grade 4	1493.7	1496.3	1485.6	1493.4	1501.2	1498.5	59	37
Grade 5	1509.6	1512.3	1503.4	1511.6	1515.2	1512.6	38	50
Grade 6	1521.7	1529.2	1524.6	1538.7	1518.2	1519.2	35	29
All Grades							363	341

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.99	9.33	30.38	34.67	36.71	38.67	13.92	17.33	79	75
1	22.00	6.78	46.00	35.59	22.00	47.46	*	10.17	50	59
2	29.82	4.17	43.86	58.33	19.30	27.08	*	10.42	57	48
3	*	0.00	31.11	27.91	33.33	44.19	31.11	27.91	45	43
4	*	5.41	42.37	43.24	38.98	37.84	*	13.51	59	37
5	*	10.00	50.00	42.00	*	36.00	*	12.00	38	50
6	*	20.69	48.57	34.48	*	41.38	*	3.45	35	29
All Grades	17.63	7.62	40.50	39.30	29.48	39.00	12.40	14.08	363	341

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.32	12.00	36.71	40.00	24.05	36.00	13.92	12.00	79	75
1	42.00	16.95	30.00	35.59	*	38.98	*	8.47	50	59
2	47.37	29.17	38.60	47.92	*	10.42	*	12.50	57	48
3	24.44	16.28	33.33	27.91	*	20.93	*	34.88	45	43
4	23.73	21.62	49.15	51.35	18.64	16.22	*	10.81	59	37
5	50.00	30.00	34.21	56.00	*	4.00	*	10.00	38	50
6	42.86	44.83	34.29	41.38	*	10.34		3.45	35	29
All Grades	34.99	22.29	37.19	42.52	18.46	21.99	9.37	13.20	363	341

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.67	16.46	26.67	56.96	52.00	15.19	14.67	79	75
1	*	5.08	38.00	20.34	30.00	50.85	*	23.73	50	59
2	29.82	0.00	22.81	37.50	24.56	47.92	22.81	14.58	57	48
3	*	0.00	*	27.91	28.89	34.88	55.56	37.21	45	43
4	*	2.70	33.90	27.03	32.20	35.14	30.51	35.14	59	37
5	*	4.00	44.74	12.00	28.95	58.00	*	26.00	38	50
6	*	0.00	*	13.79	54.29	51.72	*	34.48	35	29
All Grades	11.29	3.23	25.62	24.05	37.47	48.09	25.62	24.63	363	341

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.84	9.33	44.30	77.33	*	13.33	79	75
1	52.00	33.90	40.00	57.63	*	8.47	50	59
2	57.89	33.33	38.60	56.25	*	10.42	57	48
3	*	9.30	66.67	44.19	*	46.51	45	43
4	22.03	27.03	72.88	62.16	*	10.81	59	37
5	36.84	16.00	55.26	72.00	*	12.00	38	50
6	*	24.14	62.86	62.07	*	13.79	35	29
All Grades	38.84	21.11	53.17	63.05	7.99	15.84	363	341

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.78	24.00	60.76	60.00	16.46	16.00	79	75
1	44.00	13.56	38.00	72.88	*	13.56	50	59
2	52.63	27.08	43.86	58.33	*	14.58	57	48
3	33.33	37.21	42.22	51.16	24.44	11.63	45	43
4	28.81	35.14	59.32	54.05	*	10.81	59	37
5	60.53	62.00	28.95	30.00	*	8.00	38	50
6	60.00	62.07	40.00	34.48		3.45	35	29
All Grades	40.22	34.31	47.11	53.67	12.67	12.02	363	341

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	69.62	84.00	21.52	16.00	79	75
1	28.00	8.47	48.00	62.71	24.00	28.81	50	59
2	31.58	2.08	42.11	83.33	26.32	14.58	57	48
3	*	0.00	35.56	48.84	62.22	51.16	45	43
4	*	0.00	54.24	59.46	42.37	40.54	59	37
5	*	6.00	60.53	62.00	28.95	32.00	38	50
6	*	0.00	*	41.38	80.00	58.62	35	29
All Grades	12.95	2.64	49.59	66.28	37.47	31.09	363	341

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.38	40.00	48.10	40.00	21.52	20.00	79	75
1	*	5.08	72.00	83.05	*	11.86	50	59
2	22.81	2.08	61.40	79.17	*	18.75	57	48
3	*	16.28	71.11	62.79	*	20.93	45	43
4	22.03	21.62	64.41	54.05	*	24.32	59	37
5	28.95	4.00	65.79	84.00	*	12.00	38	50
6		10.34	94.29	86.21	*	3.45	35	29
All Grades	20.11	15.84	65.29	67.74	14.60	16.42	363	341

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
610	98.4	60.5	0.7
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	369	60.5
Foster Youth	4	0.7
Homeless	27	4.4
Socioeconomically Disadvantaged	600	98.4
Students with Disabilities	58	9.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.3
American Indian	6	1.0
Hispanic	587	96.2
White	8	1.3

Conclusions based on this data:

1. Sierra Vista services a large hispanic and socioeconomically disadvantage community. Within this community the majority of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Our students are not meeting state standards both in ELA and Mathmatics.
2. Our school site has students that are being absent for more than 18 days within the school year.
3. Our students are performing higher in math than in ELA.

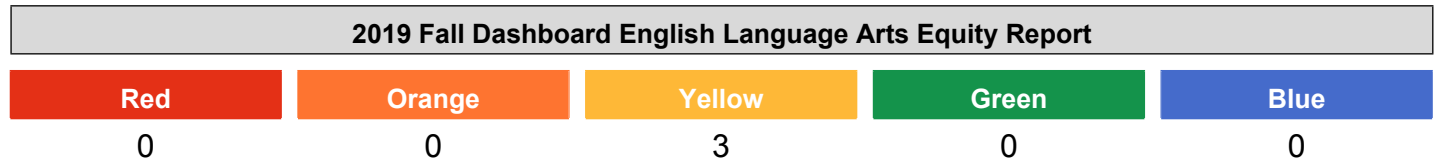
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 55.5 points below standard Increased ++5 points 295	 Yellow 56.7 points below standard Increased ++5.6 points 232	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 82.3 points below standard Declined Significantly -21.6 points 15	 Yellow 56.4 points below standard Increased ++4.3 points 289	 No Performance Color 110.6 points below standard Increased Significantly ++10.7 points 30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.3 points below standard Increased ++5.6 points 285	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.2 points below standard Increased ++3.7 points 142	8.7 points above standard Declined -4.2 points 90	76 points below standard Declined -7.1 points 53

Conclusions based on this data:

1. The majority of our student 3rd-6th grade are about 60.6 points from level 3 which means they are performing below grade level standards.
2. English Learners 3rd-6th grade are 62.1 from level 3 which means they are performing below grade level standards and lower than the other sub-groups at the school site.
3. The student that are being reclassified are 11.8 above grade level standard and are performing better than some of our English only population.

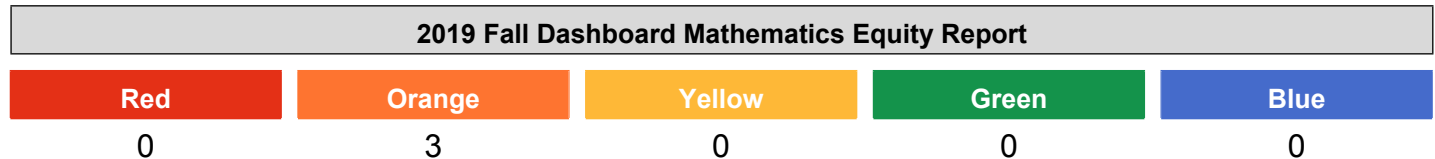
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66.8 points below standard Declined -8 points 295	English Learners  Orange 65.7 points below standard Declined -9 points 232	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 85.9 points below standard Declined -9.9 points 15	Socioeconomically Disadvantaged  Orange 67.9 points below standard Declined -9.6 points 289	Students with Disabilities  No Performance Color 111.4 points below standard Increased Significantly ++23 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.4 points below standard Declined -7.3 points 285			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.5 points below standard Declined -13.8 points 142	12.3 points below standard Declined -11 points 90	91.7 points below standard Declined -9.9 points 53

Conclusions based on this data:

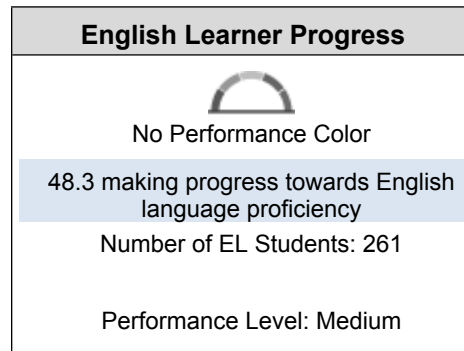
1. The majority of our student 3rd-6th grade are about 58.8 points from level 3 which means they are performing below grade level standards.
2. English Learners 3rd-6th grade are 56.2 from level 3 which means they are performing below grade level standards yet they are performing higher than the other sub-groups at the school site.
3. The student that are being reclassified are 1.3 below grade level standard and are performing better than some of our English only population.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.3	33.3	0.7	47.5

Conclusions based on this data:

1. Although our school is making small growth the data shows that the majority of our English Learners are maintaining at level 3 and level 2 on the their overall performance. The data show that our EL students are struggling in reading comprehension and their writing skills. This data is also very similar to the English Learners performance on the state ELA data that also demonstrat that our EL students are not reading or writing on grade level.
2. The data show that Kindergarten through 6th grade our classroom instruction in English Language Development is not meeting the needs of our EL.
3. English Language Development classroom instruction need to be daily and monitored.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 14.5 Increased Significantly +3.2 661	 Orange 10.1 Increased +1.1 404	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 21.6 Increased +6 37	 Red 14.6 Increased Significantly +3.1 652	 Orange 16.7 Increased +1.4 66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Red 13.7 Increased Significantly +3.1 636	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- 11.3 % of 627 students are absent over 18 days of school within one school year. This equals to about 70 students Kindergarten through 6th grade.
- Our largest population within our school is Hispanic which accounts to why they are the group with the highest percentage of chronical absenteeism.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

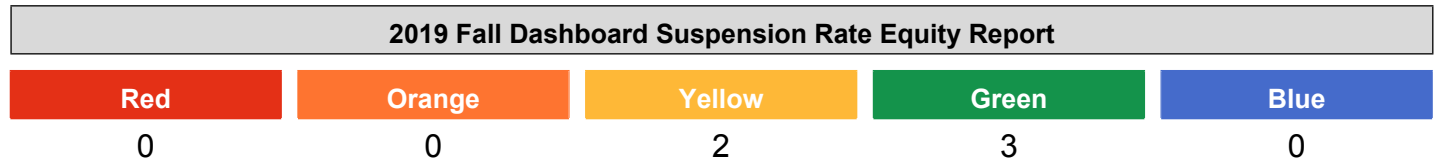
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2 Declined Significantly -3.1 686	English Learners  Green 1.4 Declined Significantly -2.5 414	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  Yellow 5.3 Declined -3.8 38	Socioeconomically Disadvantaged  Green 2.1 Declined Significantly -3.1 675	Students with Disabilities  Yellow 4.5 Declined -4 67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 5		
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.8 Declined Significantly -3 661	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 9

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	2

Conclusions based on this data:

- Based on this data our school site will continue to work on different schoolwide incentives and strategies to maintain all students in class in order for them not to miss any instructional days.

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

State Priorities X 1 X 2 X 4 X 7 X 8

Local Priorities Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 16.2% and 17% of students scoring above the national norm in reading and math respectively compared to 11.2% and 8.7% in the winter of 2021.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal: Sierra Vista elementary will obtain an ELA academic score of medium (yellow) performance for all students as measured by the California Dashboard.

Sierra Vista elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard.

Sierra Vista elementary will obtain an English Learner progress score of medium (yellow) performance for all EL and recent RFEP students as measured by the California Dashboard.

K-2 Assessments- August, 2019- May, 2020 Data showed we started about 19% reading on grade level and ended with about 33% at or above reading level. From May, 2020 to December, 2020 we weren't able to take accurate assessment due to our current situation of Distance Learning.

Identified Need

1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): Orange DF3: - 59.33 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Projected): Yellow DF3: -39 2021-2022
Local Interim Assessment ELA	20% of students met or exceeded standard in ELA	40% above national norm in ELA
K Grade Reading Assessment	14% of students are projected to read at or above grade level. 33% of students will be reading at or above grade level. End of May, 2020	33% of students will be reading at or above grade level.
3rd to 6th Grade Reading Assessment EL students only	19% of students are projected to read at or above grade level. Actual 11.2% are read at or above reading level. about a 8% loss of learning.	40% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): Orange DF3: -69.99 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Blue or Green): Orange DF3: -60 2021-2022
Local Interim Assessment Math	21% of students met or exceeded standard in math	40% above national norm in Math
English Learner Progress (ELPAC)	Color 2019: Status: Yellow 48.3% making progress towards English language proficiency	Color: (Projected 2022): Status: Green 58% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 12 students 2020-2021 = 10 students	2021-2022 = 15 students

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)

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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	Certificated Subs 1125 (Title I)
5,000	Certificated Extra Time 1190 (Title I)
0.00	Travel & Conference 5200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.

- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Books & Reference Material 4200 (Title I)
0	Instructional Supplies 4310 (Title I)
0	Duplicating/Print shop 5715 (Title I)
0	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Response to Intervention & Prevention TSA

* Review and analyze data from various sources: CAASPP scores, CELDT & ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs

* Work collaboratively with teachers to analyze data and identify students needing additional support

* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support

* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance

* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity

* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

* Organize and schedule SST/COST meetings with parents & staff

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)

70,028

Source(s)

TSA 1100 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

A Full time English Language Development teachers to work with our EL students who have the highest needs based on their most recent ELPAC scores. Our school site can not afford a fulltime with our budget I will be using some general budget money to help pay for a fulltime ELD teacher. This teacher would also work with our newcomer student who have been in school in the US less than 12 months. Teacher would

- * After-school tutoring for Struggling Students

- * After-school Enrichment for Identified Students

- * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

- *Translating and Child care

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)

49,868.00

Source(s)

Other Cert. Salaries 1900 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were able to implement the following:

Response to Intervention & Prevention TSA

- * Review and analyze data from various sources: CAASPP scores, CELDT & ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- * Work collaboratively with teachers to analyze data and identify students needing additional support
- * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
- * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
- * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- * Organize and schedule SST/COST meetings with parents & staff

Means to evaluate effectiveness:

- Curriculum scheduling.
- Periodic data reviews, to analyze the effectiveness in meeting the goals of the program.
- Common Formative Assessments in English Language Arts and mathematics.
- Classroom visitation frequency and weekly schedules.
- Data from district & school site assessment & dashboard results
- Data from cost, sst, & IEP meetings were also taken into account to make sure student goals were met

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

We planned the following, but weren't able to implement:

(Classified/Clerk Extra-Time)

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time

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

State Priorities

Local Priorities student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: Sierra Vista elementary will obtain an Suspension score of [low, medium-low, medium, medium-high, or high] performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 California Dashboard 2.2% suspended at least once. 2019-2020 California Dashboard 1.0% suspended at least once Declined of 1.2 % Number of Students 708 SARC Data 2019-20 Suspensions 7	Projected for 2020-2021 = 1.00%
5th Grade School Climate Favorable	60% (106 student responses)	85%
6th Grade School Climate Favorable	67% (98 student responses)	85%

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)

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

PBIS Team will:

Continue year 4 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

Support professional development related to

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Outside Contracted Services (5800)

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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)

0

Source(s)

Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Purchase supplemental material

Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Utilize the district's print shop service to provide materials for student use as well as for parent education.

Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

Purchase materials and supplies to support character education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Instructional Supplies 4310 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Intervention/Universal Access.

* All students will have equal opportunities to research based interventions through universal access - small group instruction.

* Provide professional development to support effectively implementing intervention in the classroom.(To be completed by site admin)

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)

0

Source(s)

Travel & Conference 5200 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

No money was spent this year on any of these implementations.

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

No money was spent this year on any of these implementations.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The need is there to continue with the goal and if more money becomes available then we will implement some of the strategies in this goal.

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

State Priorities X 5 X 6

Local Priorities None

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: Sierra Vista elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	400 out of 632 students 2019-2020	500 2021-2022
Title 1 Parent Meeting	150 parents 2019-2020	250 2021-2022
School Site Council (Average attendance)	10 people 2019-2020	20 2021-2022
ELAC	4 people 2019-2020	45 2021-2022
Active Parent Portal Users	540 2019-2020	450 2021-2022

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)

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Purchase supplemental instructional supplies, books and reference materials, and

Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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)

2678.00

Source(s)

Instructional Supplies 4310 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education 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)
200.00	Paraprofessional Extra Time 2190 (Parent Ed)
0	Certificated Extra Time 1190 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Education Translation Services

Students: Education translation services for students are designed to help children progress academically while learning English and ensure effective communication. Families: Education translation services for parents and guardians keep families informed and help them understand their child's academic progress and needs. This year we were able to meet our goal with the following translation services being done at our school site.

- *Parent/Teacher/Student academic conferences three times a year
- *School site committee meetings
- *Community Notices and Bulletins
- *Report Cards
- *Standard Letters
- *Standard Email Communication Notices
- *Testing Materials
- *Brochures and Pamphlets
- *Student/Parent Forms
- *Legal Documents
- *School Bus Schedules and After School / Extracurricular Activities
- *Course Descriptions and Class Schedules

Means of evaluating effectiveness:

- Sign in sheets
- Conference schedules
- Record of attempts to meet.
- Record of all documentation translated for home communication.
- Administration attendance at events.

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

The only major difference is that the majority of the school site budget for translation was used on oral translation for parent-student-teacher conferences which are held at our school site at least three times a year. We did not need to purchase supplies or any type of materials for parents this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to this goal is to increase our translation budget to meet the needs of our parents, students, and staff.

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

State Priorities X 1

Local Priorities None

Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

3-Year School Specific Goal: Sierra Vista will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	63.7% of Chromebook devices met 75% of 2-hour daily threshold.	80% of Chromebook devices met 80% of 2.5-hour daily threshold. 2021-2022
Chromebooks	42	0
Charging S40i-cart	0	0
Google API (average daily usage of devices)	1.8 hours per day	2.5 hours per day 2021-2022

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)

School-wide student's TK-6th grade

Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Purchase technology and supplemental materials:

Purchase technology to support technology goal.

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

Provide for repairs as needed to keep equipment in working order.

Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

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)

	Computer Hardware/Software Maintenance & License
7,048.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

- software--- star fall, star reading, star math, accelerated reading, accelerated, and Learning A-Z

Means of evaluating effectiveness:

Progress reports from the different program

Tracking student usage

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

Title I were not used to replace any technology since our district purchased all of our needed replacements this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time.

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

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$139,822
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,822.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$0.00
Certificated Extra Time 1190 (Parent Ed)	\$0.00
Certificated Extra Time 1190 (Title I)	\$5,000.00
Certificated Subs 1125 (Title I)	\$5,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,048.00
Duplicating/Print shop 5715 (Title I)	\$0.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Parent Ed)	\$2,678.00
Instructional Supplies 4310 (Title I)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$49,868.00
Outside Contracted Services 5800 (Title I)	\$0.00
Outside Contracted Services 5800 (Title I)	\$0.00
Paraprofessional Extra Time 2190 (Parent Ed)	\$200.00

Travel & Conference 5200 (Title I)	\$0.00
TSA 1100 (Title I)	\$70,028.00

Subtotal of state or local funds included for this school: \$139,822.00

Total of federal, state, and/or local funds for this school: \$139,822.00

School Site Council Membership

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

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

Name of Members	Role
Ana D. Carrillo	Principal
Noemi Costillas	Classroom Teacher
Cristina Bueno	Classroom Teacher
Lori Hickman	Classroom Teacher
Cecilia Jimenez	Other School Staff
MaryAnn Kent	Parent or Community Member
Norma Reyes	Parent or Community Member
Elizabeth Lopez	Parent or Community Member
Adela Herrera	Parent or Community Member
Cortney King	Classroom Teacher Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 5-13-2021.

Attested:



Principal, Ana D. Carrillo on 4-23-2021



SSC Chairperson, MaryAnn Kent on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Budget By Expenditures

Sierra Vista Elementary School

**Funding Source: Books & Reference Material 4200
(Title I)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:</p> <p>Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.</p> <p>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.</p> <p>* Purchase materials to improve performance on Smarter Balanced assessment.</p> <p>* Utilize the district's print shop service to provide materials for student use as well as for parent education.</p> <p>* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.</p> <p>* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.</p> <p>* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.</p>

Books & Reference Material 4200 (Title I) Total Expenditures: \$0.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

Sierra Vista Elementary School

Funding Source: Certificated Extra Time 1190 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$0.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Sierra Vista Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$5,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Certificated Subs 1125 (Title I) Total Expenditures: \$5,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$7,048.00

Planned:

Purchase technology and supplemental materials:

Purchase technology to support technology goal.

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. Provide for repairs as needed to keep equipment in working order.

Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$7,048.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$0.00

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$0.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310
(Carryover)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$0.00

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$2,678.00

Planned:

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

* Purchase materials to support parent involvement.

* Utilize the district's print shop service to provide materials for parent communication.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Instructional Supplies 4310 (Parent Ed) Total Expenditures: \$2,678.00

Instructional Supplies 4310 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Purchase supplemental material Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. Utilize the district's print shop service to provide materials for student use as well as for parent education. Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. Purchase materials and supplies to support character education.

Sierra Vista Elementary School

\$0.00

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Title I) Total Expenditures: \$0.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Other Cert. Salaries 1900 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$49,868.00

Planned:

A Full time English Language Development teachers to work with our EL students who have the highest needs based on their most recent ELPAC scores. Our school site can not afford a fulltime with our budget I will be using some general budget money to help pay for a fulltime ELD teacher. This teacher would also work with our newcomer student who have been in school in the US less than 12 months. Teacher would

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
- *Translating and Child care

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$49,868.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

Funding Source: Outside Contracted Services 5800 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$0.00

Planned:

PBIS Team will:

Continue year 4 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

Support professional development related to

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Outside Contracted Services (5800)

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Outside Contracted Services 5800 (Title I) Total Expenditures: \$0.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

**Funding Source: Paraprofessional Extra Time 2190
(Parent Ed)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$200.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights

Sierra Vista Elementary School

Paraprofessional Extra Time 2190 (Parent Ed) Total Expenditures: \$200.00

Paraprofessional Extra Time 2190 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Intervention/Universal Access. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom.(To be completed by site admin)
		\$0.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Sierra Vista Elementary School

Travel & Conference 5200 (Title I) Total Expenditures: \$0.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$70,028.00		Planned: Response to Intervention & Prevention TSA * Review and analyze data from various sources: CAASPP scores, CELDT & ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder * Organize and schedule SST/COST meetings with parents & staff

TSA 1100 (Title I) Total Expenditures: \$70,028.00

TSA 1100 (Title I) Allocation Balance: \$0.00

Sierra Vista Elementary School Total Expenditures: \$139,822.00