



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	May 7, 2019	6-11-19

Purpose and Description

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

Schoolwide Program

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

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 the 2019-2020 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 2019-2020 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.

Teacher Collaboration Time

Teachers work collaboratively during their grade level planning time to discuss best practices to support their classroom instruction alignment to 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

With support from our PLSS/RTI: Kindergarten -1st will focus on phonemic awareness, on letter/sound instruction, word work, and word imaging during whole, guided reading and small group instruction.

Our PLSS/RTI and C&I, will work together to support second and third grade. We will work on increasing student stamina and authenticity in reading and writing. They will provide direct support to all grade levels in a variety of strategies, including but not limited to, Kagan, Math Talks, Academic Talk, Thinking Maps, Write From the Beginning, and more. Rtl 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 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 their children's learning 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:

- TSA Curriculum & Instruction TSA PLSS/RTI Classified staff Parents SMART Goals for teachers & students "Student & Teacher Ram Chats
- 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
- Continue 3 year Professional Development Plan- Thinking Maps- 2 onsite Trainer of Trainers PBIS training school-wide implementation & PD for all staff
- Write From the Beginning Training & PD for all teachers STEAM Projects TK-6

We will be aligning our SPSA and our Strategic Academic Plan

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

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 2018-19 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. Parent committees include Parent Club Meetings, 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 2018-19 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 2018-19 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
- INSTRUCTIONAL Observations @ SV and other schools

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.4%	0.52%	3	3	3
African American	0.6%	0.8%	1.21%	5	7	7
Asian	0.5%	0.8%	0.17%	4	7	1
Filipino	0.1%	0.1%	%	1	1	
Hispanic/Latino	97.3%	97.1%	97.24%	787	815	564
Pacific Islander	%	%	%			
White	1.1%	0.7%	0.69%	9	6	4
Multiple/No Response	%	%	0.17%			1
Total Enrollment				809	839	580

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	161	147	111
Grade 1	95	128	66
Grade 2	136	102	85
Grade3	107	127	72
Grade 4	111	110	90
Grade 5	106	112	66
Grade 6	93	113	90
Total Enrollment	809	839	580

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	560	553	364	69.2%	65.9%	62.8%
Fluent English Proficient (FEP)	92	129	82	11.4%	15.4%	14.1%
Reclassified Fluent English Proficient (RFEP)		46	43	0.0%	8.2%	7.8%

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	108	126	75	107	126	73	107	126	73	99.1	100	97.3
Grade 4	113	112	90	112	111	89	112	111	89	99.1	99.1	98.9
Grade 5	106	111	67	106	111	67	106	111	67	100	100	100
Grade 6	100	109	88	99	109	87	99	109	87	99	100	98.9
All Grades	427	458	320	424	457	316	424	457	316	99.3	99.8	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2350.	2363.	2358.	2	6.35	5.48	14	13.49	12.33	27	23.81	34.25	57	56.35	47.95
Grade 4	2398.	2408.	2403.	4	8.11	6.74	12	13.51	16.85	29	27.03	21.35	55	51.35	55.06
Grade 5	2443.	2442.	2445.	3	9.91	4.48	20	18.92	16.42	28	19.82	35.82	49	51.35	43.28
Grade 6	2443.	2490.	2484.	0	2.75	9.20	13	31.19	22.99	30	33.94	25.29	57	32.11	42.53
All Grades	N/A	N/A	N/A	2	6.78	6.65	15	19.04	17.41	29	26.04	28.48	54	48.14	47.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	7.14	5.48	34	30.95	34.25	65	61.90	60.27
Grade 4	4	7.21	4.49	39	45.05	44.94	56	47.75	50.56
Grade 5	6	10.81	11.94	38	39.64	41.79	57	49.55	46.27
Grade 6	1	6.42	10.34	33	53.21	39.08	66	40.37	50.57
All Grades	3	7.88	7.91	36	41.79	40.19	61	50.33	51.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	6.40	4.11	29	40.80	38.36	65	52.80	57.53
Grade 4	6	3.60	3.37	46	47.75	47.19	48	48.65	49.44
Grade 5	6	10.81	8.96	42	44.14	52.24	52	45.05	38.81
Grade 6	4	4.59	13.79	31	50.46	33.33	65	44.95	52.87
All Grades	5	6.36	7.59	37	45.61	42.41	57	48.03	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	3.97	5.48	51	62.70	64.38	41	33.33	30.14
Grade 4	5	7.21	4.49	63	59.46	64.04	32	33.33	31.46
Grade 5	6	6.31	4.48	56	48.65	58.21	39	45.05	37.31
Grade 6	4	8.26	4.60	64	71.56	67.82	32	20.18	27.59
All Grades	6	6.35	4.75	58	60.61	63.92	36	33.04	31.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	15.08	13.70	50	42.86	42.47	45	42.06	43.84
Grade 4	8	11.71	13.48	49	49.55	49.44	43	38.74	37.08
Grade 5	16	14.41	11.94	53	41.44	44.78	31	44.14	43.28
Grade 6	6	21.10	27.59	56	52.29	41.38	38	26.61	31.03
All Grades	9	15.54	17.09	52	46.39	44.62	39	38.07	38.29

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	108	126	76	107	126	75	106	126	75	99.1	100	98.7
Grade 4	113	112	90	112	111	90	112	111	90	99.1	99.1	100
Grade 5	106	111	67	106	111	67	106	111	67	100	100	100
Grade 6	100	109	88	99	109	88	98	109	88	99	100	100
All Grades	427	458	321	424	457	320	422	457	320	99.3	99.8	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.	2397.	2390.	5	7.94	5.33	15	19.84	22.67	32	28.57	22.67	48	43.65	49.33
Grade 4	2429.	2425.	2430.	5	1.80	5.56	13	13.51	14.44	42	41.44	40.00	39	43.24	40.00
Grade 5	2436.	2432.	2471.	2	1.80	7.46	4	9.91	10.45	35	24.32	37.31	59	63.96	44.78
Grade 6	2437.	2486.	2468.	0	7.34	9.09	5	17.43	7.95	30	36.70	32.95	65	38.53	50.00
All Grades	N/A	N/A	N/A	3	4.81	6.88	9	15.32	13.75	35	32.60	33.44	53	47.26	45.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	18.25	14.67	32	34.13	26.67	57	47.62	58.67
Grade 4	10	8.11	12.22	30	32.43	32.22	60	59.46	55.56
Grade 5	2	2.70	13.43	25	26.13	37.31	74	71.17	49.25
Grade 6	1	15.60	13.64	17	33.94	22.73	82	50.46	63.64
All Grades	6	11.38	13.44	26	31.73	29.38	68	56.89	57.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	11.11	9.33	31	46.03	42.67	61	42.86	48.00
Grade 4	7	4.50	8.89	46	35.14	40.00	46	60.36	51.11
Grade 5	3	1.80	10.45	25	33.33	29.85	73	64.86	59.70
Grade 6	0	9.17	4.55	31	43.12	40.91	69	47.71	54.55
All Grades	5	6.78	8.13	33	39.61	38.75	62	53.61	53.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	11.11	12.00	56	43.65	44.00	37	45.24	44.00
Grade 4	7	5.41	10.00	50	54.05	40.00	43	40.54	50.00
Grade 5	1	1.80	10.45	41	38.74	43.28	58	59.46	46.27
Grade 6	1	7.34	11.36	40	44.95	32.95	59	47.71	55.68
All Grades	4	6.56	10.94	47	45.30	39.69	49	48.14	49.38

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1413.7	1425.6	1385.7	79
Grade 1	1444.4	1445.8	1442.5	50
Grade 2	1475.7	1479.8	1471.2	57
Grade 3	1476.5	1472.6	1479.8	45
Grade 4	1493.7	1485.6	1501.2	59
Grade 5	1509.6	1503.4	1515.2	38
Grade 6	1521.7	1524.6	1518.2	35
All Grades				363

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	18.99	24	30.38	29	36.71	11	13.92	79
Grade 1	11	22.00	23	46.00	11	22.00	*	*	50
Grade 2	17	29.82	25	43.86	11	19.30	*	*	57
Grade 3	*	*	14	31.11	15	33.33	14	31.11	45
Grade 4	*	*	25	42.37	23	38.98	*	*	59
Grade 5	*	*	19	50.00	*	*	*	*	38
Grade 6	*	*	17	48.57	*	*	*	*	35
All Grades	64	17.63	147	40.50	107	29.48	45	12.40	363

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	25.32	29	36.71	19	24.05	11	13.92	79
Grade 1	21	42.00	15	30.00	*	*	*	*	50
Grade 2	27	47.37	22	38.60	*	*	*	*	57
Grade 3	11	24.44	15	33.33	*	*	*	*	45
Grade 4	14	23.73	29	49.15	11	18.64	*	*	59
Grade 5	19	50.00	13	34.21	*	*	*	*	38
Grade 6	15	42.86	12	34.29	*	*			35
All Grades	127	34.99	135	37.19	67	18.46	34	9.37	363

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	13	16.46	45	56.96	12	15.19	79
Grade 1	*	*	19	38.00	15	30.00	*	*	50
Grade 2	17	29.82	13	22.81	14	24.56	13	22.81	57
Grade 3	*	*	*	*	13	28.89	25	55.56	45
Grade 4	*	*	20	33.90	19	32.20	18	30.51	59
Grade 5	*	*	17	44.74	11	28.95	*	*	38
Grade 6	*	*	*	*	19	54.29	*	*	35
All Grades	41	11.29	93	25.62	136	37.47	93	25.62	363

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	37	46.84	35	44.30	*	*	79
Grade 1	26	52.00	20	40.00	*	*	50
Grade 2	33	57.89	22	38.60	*	*	57
Grade 3	*	*	30	66.67	*	*	45
Grade 4	13	22.03	43	72.88	*	*	59
Grade 5	14	36.84	21	55.26	*	*	38
Grade 6	*	*	22	62.86	*	*	35
All Grades	141	38.84	193	53.17	29	7.99	363

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	22.78	48	60.76	13	16.46	79
Grade 1	22	44.00	19	38.00	*	*	50
Grade 2	30	52.63	25	43.86	*	*	57
Grade 3	15	33.33	19	42.22	11	24.44	45
Grade 4	17	28.81	35	59.32	*	*	59
Grade 5	23	60.53	11	28.95	*	*	38
Grade 6	21	60.00	14	40.00			35
All Grades	146	40.22	171	47.11	46	12.67	363

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	55	69.62	17	21.52	79
Grade 1	14	28.00	24	48.00	12	24.00	50
Grade 2	18	31.58	24	42.11	15	26.32	57
Grade 3	*	*	16	35.56	28	62.22	45
Grade 4	*	*	32	54.24	25	42.37	59
Grade 5	*	*	23	60.53	11	28.95	38
Grade 6	*	*	*	*	28	80.00	35
All Grades	47	12.95	180	49.59	136	37.47	363

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	24	30.38	38	48.10	17	21.52	79
Grade 1	*	*	36	72.00	*	*	50
Grade 2	13	22.81	35	61.40	*	*	57
Grade 3	*	*	32	71.11	*	*	45
Grade 4	13	22.03	38	64.41	*	*	59
Grade 5	11	28.95	25	65.79	*	*	38
Grade 6			33	94.29	*	*	35
All Grades	73	20.11	237	65.29	53	14.60	363

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
580	98.4%	62.8%	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.






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	364	62.8%
Foster Youth	4	0.7%
Homeless	27	4.7%
Socioeconomically Disadvantaged	571	98.4%
Students with Disabilities	39	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.2%
American Indian	3	0.5%
Asian	1	0.2%
Hispanic	564	97.2%
White	4	0.7%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

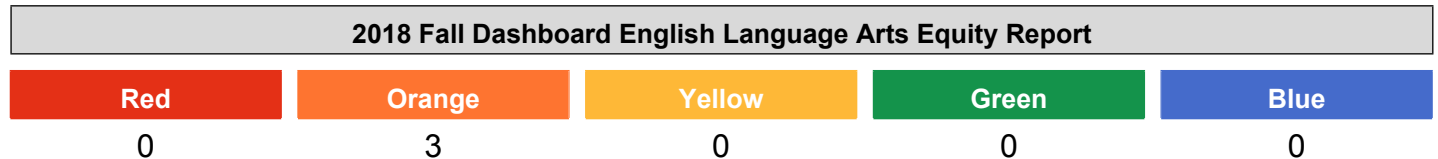
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 60.6 points below standard Declined -3 points 303 students		 Orange 62.1 points below standard Declined -5 points 240 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 60.8 points below standard Increased 15.4 points 12 students		 Orange 60.7 points below standard Maintained -2.8 points 299 students		 No Performance Color 125.7 points below standard Maintained -1.7 points 27 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 60.8 points below standard Declined -3.8 points 293 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 101.9 points below standard Declined -3.1 points 156 students	Reclassified English Learners 11.8 points above standard Maintained -1.3 points 84 students	English Only 68.9 points below standard Declined -8.8 points 57 students
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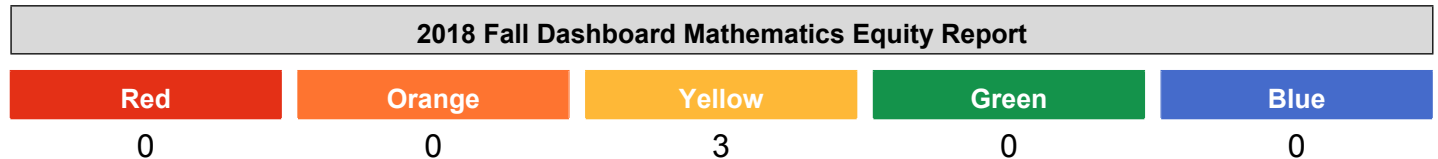
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
58.8 points below standard		56.2 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased 3.2 points		Increased 3.3 points		3 students	
303 students		240 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 No Performance Color	
76.1 points below standard		58.3 points below standard		123.9 points below standard	
Increased 11.9 points		Increased 4.1 points		Increased 3.9 points	
12 students		299 students		27 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 58.1 points below standard Increased 3.2 points 293 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 85.7 points below standard Maintained 2.9 points 156 students	Reclassified English Learners 1.3 points below standard Increased 9.1 points 84 students	English Only 81.8 points below standard Declined -7 points 57 students
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School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
363	17.6%	40.5%	29.5%	12.4%

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 11.3% chronically absent Increased 3.9% 627 students	English Learners  Orange 9.1% chronically absent Increased 4.5% 397 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color 15.6% chronically absent Increased 4.9% 32 students	Socioeconomically Disadvantaged  Red 11.5% chronically absent Increased 4.1% 619 students	Students with Disabilities  Orange 15.2% chronically absent Increased 3.8% 46 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Red 10.5% chronically absent Increased 3.7% 607 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

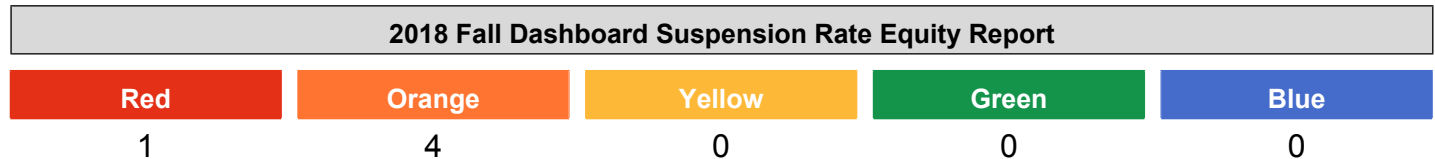
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 5.1% suspended at least once Increased 1.3% 642 students	English Learners  Orange 4% suspended at least once Increased 0.7% 402 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 8 students
Homeless  Red 9.1% suspended at least once Increased 5.8% 33 students	Socioeconomically Disadvantaged  Orange 5.2% suspended at least once Increased 1.3% 634 students	Students with Disabilities  Orange 8.5% suspended at least once Declined -1.6% 47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.8% suspended at least once Increased 1.3% 620 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 8 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4% suspended at least once	3.8% suspended at least once	5.1% suspended at least once

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.

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.

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): YELLOW DF3: - 53.8 (preliminary -59.5)	Color: (Projected): Yellow DF3: -21
Local Interim Assessment ELA	20% of students met or exceeded standard in ELA	40% above national norm in ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2nd Grade Reading Assessment	14% of students are projected to read at or above grade level.	40% of students will be reading at or above grade level.
3rd to 6th Grade Reading Assessment	19% of students are projected to read at or above grade level. Actual 18%	40% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 65.2 (projected -)	Color: (Blue or Green): Yellow DF3: -35
Local Interim Assessment Math	21% of students met or exceeded standard in math	40% above national norm in Math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA
Reclassification Rate	8.2%	20%

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)
15,000	Certificated Subs
20,400	Certificated Extra Time
	Travel and Conference

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)
7,500	Book and reference materials

444	Instructional Supplies
2,000.00	Duplicating / Printshop

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)	Source(s)
63,840	RTI TSA

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:

(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.
 *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)

Source(s)

Clerical Extra Time

Annual Review

SPSA Year Reviewed: 2018-19

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 X 3

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	2.8% (23 students were suspended one or more times.)	1.0%
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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 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)	Source(s)
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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)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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.

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	500
Title 1 Parent Meeting	200 parents	250
School Site Council (Average attendance)	7 people	20
ELAC	49 people	45
Active Parent Portal Users	540	450

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)

Source(s)

Instructional Supplies

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)

5,503

Classified Extra Time

Teacher Extra time

Annual Review

SPSA Year Reviewed: 2018-19

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%
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

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
12,731	Computer Hardware/Software Maintenance & License

Annual Review

SPSA Year Reviewed: 2018-19

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.

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	\$127,418
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,418.00

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 (\$)
Book and reference materials	\$7,500.00
Certificated Extra Time	\$20,400.00
Certificated Subs	\$15,000.00
Classified Extra Time	\$5,503.00
Computer Hardware/Software Maintenance & License	\$12,731.00
Duplicating / Printshop	\$2,000.00
Instructional Supplies	\$444.00
RTI TSA	\$63,840.00

Subtotal of state or local funds included for this school: \$127,418.00

Total of federal, state, and/or local funds for this school: \$127,418.00

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
Linda Garcia	Classroom Teacher
Diana Hernandez	Classroom Teacher
Cecilia Jimenez	Other School Staff
MaryAnn Kent	Parent or Community Member
Karla Alcaraz	Parent or Community Member
Mandy Garcia	Parent or Community Member
Adela Herrera	Parent or Community Member
Paubla Maya	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 5-7-19.

Attested:



Principal, Ana D. Carrillo on 5-7-19



SSC Chairperson, MaryAnn Kent on 5-7-19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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: Book and reference materials

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$7,500.00		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.
Book and reference materials Total Expenditures:		\$7,500.00		
Book and reference materials Allocation Balance:		\$0.00		

Sierra Vista Elementary School

Funding Source: Certificated Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$20,400.00		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 Extra Time Total Expenditures: \$20,400.00

Certificated Extra Time Allocation Balance: \$0.00

Funding Source: Certificated Subs

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$15,000.00

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 Total Expenditures: \$15,000.00

Certificated Subs Allocation Balance: \$0.00

Funding Source: Classified Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,503.00		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

Classified Extra Time Total Expenditures: \$5,503.00

Classified Extra Time Allocation Balance: \$0.00

Sierra Vista Elementary School

Funding Source: Computer Hardware/Software Maintenance & License

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$12,731.00		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.

Computer Hardware/Software Maintenance & License Total Expenditures:	\$12,731.00
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Computer Hardware/Software Maintenance & License Allocation Balance:	\$0.00
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Funding Source: Duplicating / Printshop

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$2,000.00

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 / Printshop Total Expenditures: \$2,000.00

Duplicating / Printshop Allocation Balance: \$0.00

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$444.00

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 Total Expenditures: \$444.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sierra Vista Elementary School

\$63,840.00

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

RTI TSA Total Expenditures: \$63,840.00

RTI TSA Allocation Balance: \$0.00

Sierra Vista Elementary School Total Expenditures: \$127,418.00