

School Year:

2022-23



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 | 9/19/22 | 11/08/2022 |

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 Student Plan for Student Achievement for 2022-23:

Sierra Vista's focus 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 2022-23 school year, administration will use focus walks to monitor highly effective teaching strategies. These strategies include the usage of number talks, close reading strategies, thinking maps, kagan structures, and frequent checking for understanding.

English Learner Principles

For the 2022-23 school year, administration will use focus walks to monitor the implementation of designated ELD In order to meet the required 45 minutes of English Language Development.

English learners will receive instruction at the appropriate level based on their language level as measured by ELPAC.

Teacher Collaboration Time

Teachers work collaboratively during their grade level planning time to discuss best practices to support their classroom instruction. Teachers will provide a weekly agenda and continuous work on 15- Day plans and PDSA so that work is visible. Administration will provide support during these collaboration times.

Kindergarten -1st will focus on phonemic awareness, letters/sounds, and word work during whole class instruction as well as small group instruction.
instruction.

Rtl TSA will provide services to students from third through sixth for small group instruction to increase student achievement and minimize the achievement gap.

As a staff, we will focus on improving classroom instruction for tier one and tier two instruction to meet the needs of all students in the classroom. Data from local/state assessments as well as informal assessments will be used to drive reflective conversations during grade-level collaboration time, using the cycle of the inquiry process.

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

We will provide opportunities for parent to support their children with academics as well as social emotional needs. We will continue to send home monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their child in productive activities. The goal is to give parents an opportunity to learn skills that can help them support at home. We will continue to encourage parent volunteers to help in their child's classroom as well as other school activities throughout the year.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

ELAC survey of parent needs. The results show that parents would like more opportunities for parenting classes as well as more opportunities to participate in activities on campus.

Classroom Observations

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

Teachers work collaboratively during their planning time to develop rigorous lessons and common assessments. During focus walks, administration will provide feedback on instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers will use the district developed scope and sequence for math and align instruction to priority math standards. Teacher will develop common formative assessments to monitor student progress. Teachers in grades 3-6th will utilize IAB's and FIAB's to monitor student progress and provide intervention as necessary, based on data.

Grade levels will develop a PDSA (plan, do, study, act) to plan instruction and provide interventions as necessary for ELA and math to meet the needs of all learners.

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

Teachers will regularly use the results of local and state assessments to monitor student progress. Teachers will also use common assessments to drive conversations around student needs during their grade level collaboration time. Each team will regularly review data and plan for interventions (tier 2) as necessary. All teachers will strategically plan opportunities for checking for understanding throughout their lessons to monitor students progress throughout the lesson.

The following data will be used to inform instruction:

NWEA
MAP Accelerator
Lexia
FIAB's
IAB's
Common formative assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MUSD human resources department looks at all newly hired teachers and their certification. Our district provides mentors through our MIC and new teacher program. Multiple opportunities for professional development on classroom management, ELA, ELD, and mathematics are provided throughout the year by our district curriculum and instruction department.

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

District and school site offers multiple opportunities for professional development throughout the year.

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

- * Review and analyze data with grade level teams to identify student needs.
- * Identify key priority standards, deconstruct standards for instruction.
- * Work collaboratively with teachers to identify materials and high-leverage strategies to utilize during instruction.
- * Provide professional development to assist teachers in understanding and using data to increase student achievement.
- * Provide professional development to assist teachers in lesson design and the use of highly effective instructional strategies, etc.
- * Provide demonstration lessons and facilitate teacher observations of peers.
- * Provide cognitive coaching/feedback on instructional effectiveness.

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

- * Build capacity within our teachers and leadership team to operate as highly collaborative teams.
- * Provide necessary staff development as determined by leadership team.
- * Review and analyze ELA /math data from district assessments, and common formative assessments to identify the needs of the school.

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

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

Teaching and Learning

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

During grade level collaboration, teams will develop rigorous lessons aligned to priority standards. Teachers will also collaborate with their colleagues to review student achievement data and plan for next steps. Grade level teams will discuss best practices and share highly effective strategies with their colleagues.

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

Each grade level has a daily schedule with instructional minutes listed. Each teacher has 45 minutes of ELD instruction built into their daily schedule. These are confirmed during periodic focus walks.

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

Data from informal and formal assessments are used to drive reflective conversations during grade-level collaboration time and plan using the PDSA. During this time, teachers develop a plan to meet the needs of their individual students.

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

Teachers work collaboratively during their planning time to develop rigorous and engaging lessons using the district adopted curriculum. During focus walks, administration will monitor instruction, use of adopted curriculum, effective teaching strategies, and provide feedback on instruction.

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

All students are provided adopted core instructional materials in ELA, ELD, and math. This is monitored in a variety of ways. Annually, the Williams team from the Madera County Office of Education, confirms that we have adequate materials for all students. Purchase orders are retained as proof that replacement textbooks have been ordered as enrollment changes throughout the year. In addition, we utilize our library system to track textbooks that are checked out to students. Admin monitors the use of adopted curriculum during classroom observations.

Opportunity and Equal Educational Access

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

Inform instruction:

Teachers use CFU's during their lessons and then use that data to drive the next steps in the lesson delivery process. They use CFA data to determine if there is a need to re-teach individual students, groups of students, or the whole class. In addition, during weekly collaboration time, teachers compare data results of individual students as well as results between classrooms. Teachers use their collaboration time to discuss best practices and opportunities for improvement.

Monitor progress:

Progress is monitored within each lesson using CFU's.

Student placement:

Students are selected for tier 2 and 3 intervention is based on a variety a data that determines a need in a specific area. ELPAC scores are used to place our EL students into ELD deployment groups.

Students are placed in our Reading Lab (tier 3), when they show little or no growth in targeted areas of reading, after receiving targeted in class Tier II intervention.

In math, students are provided re-teaching time or tier 2 instruction based on informal and formal assessments.

Evidence-based educational practices to raise student achievement

Tier I: All students are provided high-quality first instruction through the use of adopted curriculum. Teachers identify and monitor their Tier I students with daily checking for understanding (CFU) during lessons, with teacher-developed common formative assessments (CFA), and local assessments. This data is used to modify their instruction to meet the needs of all learners.

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

Tier III: If a student continues to show a lack of progress with the targeted Tier II interventions, they are moved to a Tier III status. Tier III students are provided services in our reading lab where they receive intense intervention.

Administration attends grade level meetings and participate in discussions, ensuring a continued focus on student achievement. During grade level meetings, data is regularly reviewed to monitor the academic progress of all students.

Parental Engagement

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

Increased notifications of site and district meetings to allow more parents the opportunity to participate. Survey parents to determine which time is best for the majority of stakeholders. Parent education forums are also helpful to educate parents on school policy and initiatives.

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

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

Funding

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

- * After school tutoring – Teacher Extra Time
- * Provide tutoring to targeted students needing extra support in English language arts and math.
- * Provide materials and supplies for after-school tutoring instruction.
- * Coordination of Services Planning: COST
- * Certificated Subs
- * Provide intervention, targeting student's identified needs
- * Purchase materials and supplies that supplement the core program.
- * Provide home-school communication of academic achievement in relation to English acquisitions.

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 priorities. Those 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 2021-2022 school year, LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Monthly Coffee with Administration was established through zoom meetings once a month 1- in the morning and 1 in the evening. Parent committees include English Language Advisory Committee (ELAC) and School Site Council (SSC).

Leadership Meetings with grade level leads, Vice Principal, and RTI teacher: 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 2021-22 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 2021-2022 school year, the school district provided 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 Professional learning opportunities, additional time for grade level collaboration.

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 assessments reported the need to improve performance in ELA & math.

The leadership team identified the following needs for the upcoming year:

1. Highly effective collaborative teams.
2. Use of EL Principles 1-4 to improve achievement for our English learners.
3. Alignment and use of common assessments (using data to drive instruction).
4. Use of Tier 1 best practices.
5. Increase student engagement through rigorous and collaborative lessons.
6. Improve overall attendance rates.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|-------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.76% | 1.1% | % | 5 | 7 | |
| African American | 0.91% | 0.9% | % | 6 | 6 | |
| Asian | 0.15% | 0.3% | % | 1 | 2 | |
| Filipino | 0% | % | % | 0 | | |
| Hispanic/Latino | 96.53% | 95.9% | % | 639 | 638 | |
| Pacific Islander | 0% | % | % | 0 | | |
| White | 1.21% | 0.9% | % | 8 | 6 | |
| Multiple/No Response | 0.15% | 0.6% | % | 2 | 4 | |
| | Total Enrollment | | | 662 | 665 | |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 149 | 124 | |
| Grade 1 | 91 | 119 | |
| Grade 2 | 108 | 95 | |
| Grade3 | 78 | 105 | |
| Grade 4 | 84 | 75 | |
| Grade 5 | 67 | 84 | |
| Grade 6 | 85 | 63 | |
| Total Enrollment | 662 | 665 | |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 369 | 380 | 308 | 60.5% | 57.4% | 46.3% |
| Fluent English Proficient (FEP) | 76 | 102 | 81 | 12.5% | 15.4% | 12.2% |
| Reclassified Fluent English Proficient (RFEP) | 28 | 56 | 12 | 7.7% | 15.2% | 3.2% |

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 75 | 92 | 104 | 73 | 90 | 0 | 73 | 90 | 0 | 97.3 | 97.8 | 0.0 |
| Grade 4 | 90 | 71 | 76 | 89 | 69 | 0 | 89 | 69 | 0 | 98.9 | 97.2 | 0.0 |
| Grade 5 | 67 | 91 | 83 | 67 | 90 | 0 | 67 | 90 | 0 | 100 | 98.9 | 0.0 |
| Grade 6 | 88 | 67 | 63 | 87 | 67 | 0 | 87 | 67 | 0 | 98.9 | 100 | 0.0 |
| All Grades | 320 | 321 | 326 | 316 | 316 | 0 | 316 | 316 | 0 | 98.8 | 98.4 | 0.0 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2358. | 2377. | | 5.48 | 7.78 | | 12.33 | 22.22 | | 34.25 | 24.44 | | 47.95 | 45.56 | |
| Grade 4 | 2403. | 2395. | | 6.74 | 4.35 | | 16.85 | 20.29 | | 21.35 | 15.94 | | 55.06 | 59.42 | |
| Grade 5 | 2445. | 2440. | | 4.48 | 4.44 | | 16.42 | 18.89 | | 35.82 | 24.44 | | 43.28 | 52.22 | |
| Grade 6 | 2484. | 2491. | | 9.20 | 7.46 | | 22.99 | 20.90 | | 25.29 | 34.33 | | 42.53 | 37.31 | |
| All Grades | N/A | N/A | N/A | 6.65 | 6.01 | | 17.41 | 20.57 | | 28.48 | 24.68 | | 47.47 | 48.73 | |

2019-20 Data:

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| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 5.48 | 11.11 | | 34.25 | 44.44 | | 60.27 | 44.44 | |
| Grade 4 | 4.49 | 8.70 | | 44.94 | 40.58 | | 50.56 | 50.72 | |
| Grade 5 | 11.94 | 5.56 | | 41.79 | 43.33 | | 46.27 | 51.11 | |
| Grade 6 | 10.34 | 8.96 | | 39.08 | 41.79 | | 50.57 | 49.25 | |
| All Grades | 7.91 | 8.54 | | 40.19 | 42.72 | | 51.90 | 48.73 | |

2019-20 Data:

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| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 4.11 | 5.56 | | 38.36 | 45.56 | | 57.53 | 48.89 | |
| Grade 4 | 3.37 | 1.45 | | 47.19 | 39.13 | | 49.44 | 59.42 | |
| Grade 5 | 8.96 | 11.11 | | 52.24 | 38.89 | | 38.81 | 50.00 | |
| Grade 6 | 13.79 | 11.94 | | 33.33 | 58.21 | | 52.87 | 29.85 | |
| All Grades | 7.59 | 7.59 | | 42.41 | 44.94 | | 50.00 | 47.47 | |

2019-20 Data:

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| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 5.48 | 5.56 | | 64.38 | 75.56 | | 30.14 | 18.89 | |
| Grade 4 | 4.49 | 10.14 | | 64.04 | 53.62 | | 31.46 | 36.23 | |
| Grade 5 | 4.48 | 5.56 | | 58.21 | 60.00 | | 37.31 | 34.44 | |
| Grade 6 | 4.60 | 5.97 | | 67.82 | 61.19 | | 27.59 | 32.84 | |
| All Grades | 4.75 | 6.65 | | 63.92 | 63.29 | | 31.33 | 30.06 | |

2019-20 Data:

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| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 13.70 | 8.89 | | 42.47 | 51.11 | | 43.84 | 40.00 | |
| Grade 4 | 13.48 | 8.70 | | 49.44 | 34.78 | | 37.08 | 56.52 | |
| Grade 5 | 11.94 | 12.22 | | 44.78 | 37.78 | | 43.28 | 50.00 | |
| Grade 6 | 27.59 | 11.94 | | 41.38 | 53.73 | | 31.03 | 34.33 | |
| All Grades | 17.09 | 10.44 | | 44.62 | 44.30 | | 38.29 | 45.25 | |

2019-20 Data:

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 76 | 91 | 104 | 75 | 90 | 0 | 75 | 90 | 0 | 98.7 | 98.9 | 0.0 |
| Grade 4 | 90 | 71 | 76 | 90 | 69 | 0 | 90 | 69 | 0 | 100 | 97.2 | 0.0 |
| Grade 5 | 67 | 91 | 83 | 67 | 90 | 0 | 67 | 90 | 0 | 100 | 98.9 | 0.0 |
| Grade 6 | 88 | 67 | 63 | 88 | 67 | 0 | 88 | 67 | 0 | 100 | 100 | 0.0 |
| All Grades | 321 | 320 | 326 | 320 | 316 | 0 | 320 | 316 | 0 | 99.7 | 98.8 | 0.0 |

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

2019-20 Data:

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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2390. | 2393. | | 5.33 | 6.67 | | 22.67 | 24.44 | | 22.67 | 24.44 | | 49.33 | 44.44 | |
| Grade 4 | 2430. | 2426. | | 5.56 | 4.35 | | 14.44 | 17.39 | | 40.00 | 30.43 | | 40.00 | 47.83 | |
| Grade 5 | 2471. | 2443. | | 7.46 | 5.56 | | 10.45 | 10.00 | | 37.31 | 26.67 | | 44.78 | 57.78 | |
| Grade 6 | 2468. | 2453. | | 9.09 | 4.48 | | 7.95 | 7.46 | | 32.95 | 31.34 | | 50.00 | 56.72 | |
| All Grades | N/A | N/A | N/A | 6.88 | 5.38 | | 13.75 | 15.19 | | 33.44 | 27.85 | | 45.94 | 51.58 | |

2019-20 Data:

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| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 14.67 | 21.11 | | 26.67 | 31.11 | | 58.67 | 47.78 | |
| Grade 4 | 12.22 | 14.49 | | 32.22 | 26.09 | | 55.56 | 59.42 | |
| Grade 5 | 13.43 | 8.89 | | 37.31 | 26.67 | | 49.25 | 64.44 | |
| Grade 6 | 13.64 | 7.46 | | 22.73 | 26.87 | | 63.64 | 65.67 | |
| All Grades | 13.44 | 13.29 | | 29.38 | 27.85 | | 57.19 | 58.86 | |

2019-20 Data:

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| 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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 9.33 | 8.89 | | 42.67 | 43.33 | | 48.00 | 47.78 | |
| Grade 4 | 8.89 | 5.80 | | 40.00 | 46.38 | | 51.11 | 47.83 | |
| Grade 5 | 10.45 | 4.44 | | 29.85 | 33.33 | | 59.70 | 62.22 | |
| Grade 6 | 4.55 | 5.97 | | 40.91 | 25.37 | | 54.55 | 68.66 | |
| All Grades | 8.13 | 6.33 | | 38.75 | 37.34 | | 53.13 | 56.33 | |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 12.00 | 14.44 | | 44.00 | 46.67 | | 44.00 | 38.89 | |
| Grade 4 | 10.00 | 5.80 | | 40.00 | 43.48 | | 50.00 | 50.72 | |
| Grade 5 | 10.45 | 4.44 | | 43.28 | 42.22 | | 46.27 | 53.33 | |
| Grade 6 | 11.36 | 4.48 | | 32.95 | 31.34 | | 55.68 | 64.18 | |
| All Grades | 10.94 | 7.59 | | 39.69 | 41.46 | | 49.38 | 50.95 | |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 1413.7 | 1417.8 | | 1425.6 | 1429.9 | | 1385.7 | 1389.5 | | 79 | 75 | 0 |
| 1 | 1444.4 | 1449.5 | 1438.7 | 1445.8 | 1456.3 | 1462.8 | 1442.5 | 1442.1 | 1414.2 | 50 | 59 | 46 |
| 2 | 1475.7 | 1476.5 | 1469.8 | 1479.8 | 1484.4 | 1479.9 | 1471.2 | 1468.1 | 1459.0 | 57 | 48 | 46 |
| 3 | 1476.5 | 1462.1 | 1468.3 | 1472.6 | 1456.1 | 1476.5 | 1479.8 | 1467.5 | 1459.6 | 45 | 43 | 54 |
| 4 | 1493.7 | 1496.3 | 1495.5 | 1485.6 | 1493.4 | 1500.0 | 1501.2 | 1498.5 | 1490.5 | 59 | 37 | 25 |
| 5 | 1509.6 | 1512.3 | 1504.6 | 1503.4 | 1511.6 | 1493.7 | 1515.2 | 1512.6 | 1515.0 | 38 | 50 | 28 |
| 6 | 1521.7 | 1529.2 | 1511.7 | 1524.6 | 1538.7 | 1518.8 | 1518.2 | 1519.2 | 1503.9 | 35 | 29 | 20 |
| All Grades | | | | | | | | | | 363 | 341 | 219 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 18.99 | 9.33 | | 30.38 | 34.67 | | 36.71 | 38.67 | | 13.92 | 17.33 | | 79 | 75 | |
| 1 | 22.00 | 6.78 | 6.52 | 46.00 | 35.59 | 23.91 | 22.00 | 47.46 | 41.30 | * | 10.17 | 28.26 | 50 | 59 | 46 |
| 2 | 29.82 | 4.17 | 4.35 | 43.86 | 58.33 | 54.35 | 19.30 | 27.08 | 32.61 | * | 10.42 | 8.70 | 57 | 48 | 46 |
| 3 | * | 0.00 | 1.96 | 31.11 | 27.91 | 25.49 | 33.33 | 44.19 | 54.90 | 31.11 | 27.91 | 17.65 | 45 | 43 | 51 |
| 4 | * | 5.41 | 4.35 | 42.37 | 43.24 | 47.83 | 38.98 | 37.84 | 34.78 | * | 13.51 | 13.04 | 59 | 37 | 23 |
| 5 | * | 10.00 | 7.69 | 50.00 | 42.00 | 38.46 | * | 36.00 | 26.92 | * | 12.00 | 26.92 | 38 | 50 | 26 |
| 6 | * | 20.69 | 0.00 | 48.57 | 34.48 | 47.37 | * | 41.38 | 47.37 | * | 3.45 | 5.26 | 35 | 29 | 19 |
| All Grades | 17.63 | 7.62 | 4.27 | 40.50 | 39.30 | 37.44 | 29.48 | 39.00 | 40.76 | 12.40 | 14.08 | 17.54 | 363 | 341 | 211 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 25.32 | 12.00 | | 36.71 | 40.00 | | 24.05 | 36.00 | | 13.92 | 12.00 | | 79 | 75 | |
| 1 | 42.00 | 16.95 | 28.26 | 30.00 | 35.59 | 26.09 | * | 38.98 | 39.13 | * | 8.47 | 6.52 | 50 | 59 | 46 |
| 2 | 47.37 | 29.17 | 21.74 | 38.60 | 47.92 | 45.65 | * | 10.42 | 28.26 | * | 12.50 | 4.35 | 57 | 48 | 46 |
| 3 | 24.44 | 16.28 | 19.61 | 33.33 | 27.91 | 35.29 | * | 20.93 | 31.37 | * | 34.88 | 13.73 | 45 | 43 | 51 |
| 4 | 23.73 | 21.62 | 21.74 | 49.15 | 51.35 | 60.87 | 18.64 | 16.22 | 4.35 | * | 10.81 | 13.04 | 59 | 37 | 23 |
| 5 | 50.00 | 30.00 | 26.92 | 34.21 | 56.00 | 46.15 | * | 4.00 | 11.54 | * | 10.00 | 15.38 | 38 | 50 | 26 |
| 6 | 42.86 | 44.83 | 21.05 | 34.29 | 41.38 | 57.89 | * | 10.34 | 15.79 | | 3.45 | 5.26 | 35 | 29 | 19 |
| All Grades | 34.99 | 22.29 | 23.22 | 37.19 | 42.52 | 41.71 | 18.46 | 21.99 | 25.59 | 9.37 | 13.20 | 9.48 | 363 | 341 | 211 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 6.67 | | 16.46 | 26.67 | | 56.96 | 52.00 | | 15.19 | 14.67 | | 79 | 75 | |
| 1 | * | 5.08 | 0.00 | 38.00 | 20.34 | 19.57 | 30.00 | 50.85 | 32.61 | * | 23.73 | 47.83 | 50 | 59 | 46 |
| 2 | 29.82 | 0.00 | 4.35 | 22.81 | 37.50 | 28.26 | 24.56 | 47.92 | 47.83 | 22.81 | 14.58 | 19.57 | 57 | 48 | 46 |
| 3 | * | 0.00 | 0.00 | * | 27.91 | 7.84 | 28.89 | 34.88 | 41.18 | 55.56 | 37.21 | 50.98 | 45 | 43 | 51 |
| 4 | * | 2.70 | 0.00 | 33.90 | 27.03 | 13.04 | 32.20 | 35.14 | 52.17 | 30.51 | 35.14 | 34.78 | 59 | 37 | 23 |
| 5 | * | 4.00 | 7.69 | 44.74 | 12.00 | 23.08 | 28.95 | 58.00 | 34.62 | * | 26.00 | 34.62 | 38 | 50 | 26 |
| 6 | * | 0.00 | 0.00 | * | 13.79 | 10.53 | 54.29 | 51.72 | 36.84 | * | 34.48 | 52.63 | 35 | 29 | 19 |
| All Grades | 11.29 | 3.23 | 1.90 | 25.62 | 24.05 | 17.54 | 37.47 | 48.09 | 40.76 | 25.62 | 24.63 | 39.81 | 363 | 341 | 211 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 46.84 | 9.33 | | 44.30 | 77.33 | | * | 13.33 | | 79 | 75 | |
| 1 | 52.00 | 33.90 | 26.09 | 40.00 | 57.63 | 67.39 | * | 8.47 | 6.52 | 50 | 59 | 46 |
| 2 | 57.89 | 33.33 | 21.74 | 38.60 | 56.25 | 76.09 | * | 10.42 | 2.17 | 57 | 48 | 46 |
| 3 | * | 9.30 | 13.73 | 66.67 | 44.19 | 64.71 | * | 46.51 | 21.57 | 45 | 43 | 51 |
| 4 | 22.03 | 27.03 | 10.00 | 72.88 | 62.16 | 75.00 | * | 10.81 | 15.00 | 59 | 37 | 20 |
| 5 | 36.84 | 16.00 | 23.08 | 55.26 | 72.00 | 53.85 | * | 12.00 | 23.08 | 38 | 50 | 26 |
| 6 | * | 24.14 | 15.79 | 62.86 | 62.07 | 57.89 | * | 13.79 | 26.32 | 35 | 29 | 19 |
| All Grades | 38.84 | 21.11 | 19.23 | 53.17 | 63.05 | 66.83 | 7.99 | 15.84 | 13.94 | 363 | 341 | 208 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 22.78 | 24.00 | | 60.76 | 60.00 | | 16.46 | 16.00 | | 79 | 75 | |
| 1 | 44.00 | 13.56 | 26.09 | 38.00 | 72.88 | 67.39 | * | 13.56 | 6.52 | 50 | 59 | 46 |
| 2 | 52.63 | 27.08 | 28.26 | 43.86 | 58.33 | 65.22 | * | 14.58 | 6.52 | 57 | 48 | 46 |
| 3 | 33.33 | 37.21 | 35.29 | 42.22 | 51.16 | 50.98 | 24.44 | 11.63 | 13.73 | 45 | 43 | 51 |
| 4 | 28.81 | 35.14 | 56.52 | 59.32 | 54.05 | 30.43 | * | 10.81 | 13.04 | 59 | 37 | 23 |
| 5 | 60.53 | 62.00 | 53.85 | 28.95 | 30.00 | 30.77 | * | 8.00 | 15.38 | 38 | 50 | 26 |
| 6 | 60.00 | 62.07 | 73.68 | 40.00 | 34.48 | 21.05 | | 3.45 | 5.26 | 35 | 29 | 19 |
| All Grades | 40.22 | 34.31 | 39.81 | 47.11 | 53.67 | 50.24 | 12.67 | 12.02 | 9.95 | 363 | 341 | 211 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 0.00 | | 69.62 | 84.00 | | 21.52 | 16.00 | | 79 | 75 | |
| 1 | 28.00 | 8.47 | 8.70 | 48.00 | 62.71 | 36.96 | 24.00 | 28.81 | 54.35 | 50 | 59 | 46 |
| 2 | 31.58 | 2.08 | 10.87 | 42.11 | 83.33 | 65.22 | 26.32 | 14.58 | 23.91 | 57 | 48 | 46 |
| 3 | * | 0.00 | 0.00 | 35.56 | 48.84 | 19.61 | 62.22 | 51.16 | 80.39 | 45 | 43 | 51 |
| 4 | * | 0.00 | 0.00 | 54.24 | 59.46 | 78.95 | 42.37 | 40.54 | 21.05 | 59 | 37 | 19 |
| 5 | * | 6.00 | 7.69 | 60.53 | 62.00 | 50.00 | 28.95 | 32.00 | 42.31 | 38 | 50 | 26 |
| 6 | * | 0.00 | 0.00 | * | 41.38 | 26.32 | 80.00 | 58.62 | 73.68 | 35 | 29 | 19 |
| All Grades | 12.95 | 2.64 | 5.31 | 49.59 | 66.28 | 43.48 | 37.47 | 31.09 | 51.21 | 363 | 341 | 207 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 30.38 | 40.00 | | 48.10 | 40.00 | | 21.52 | 20.00 | | 79 | 75 | |
| 1 | * | 5.08 | 0.00 | 72.00 | 83.05 | 58.70 | * | 11.86 | 41.30 | 50 | 59 | 46 |
| 2 | 22.81 | 2.08 | 6.52 | 61.40 | 79.17 | 71.74 | * | 18.75 | 21.74 | 57 | 48 | 46 |
| 3 | * | 16.28 | 1.96 | 71.11 | 62.79 | 62.75 | * | 20.93 | 35.29 | 45 | 43 | 51 |
| 4 | 22.03 | 21.62 | 0.00 | 64.41 | 54.05 | 69.57 | * | 24.32 | 30.43 | 59 | 37 | 23 |
| 5 | 28.95 | 4.00 | 7.69 | 65.79 | 84.00 | 65.38 | * | 12.00 | 26.92 | 38 | 50 | 26 |
| 6 | | 10.34 | 10.53 | 94.29 | 86.21 | 84.21 | * | 3.45 | 5.26 | 35 | 29 | 19 |
| All Grades | 20.11 | 15.84 | 3.79 | 65.29 | 67.74 | 66.82 | 14.60 | 16.42 | 29.38 | 363 | 341 | 211 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 665 | 98.5 | 46.3 | 1.2 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 308 | 46.3 |
| Foster Youth | 8 | 1.2 |
| Homeless | 30 | 4.5 |
| Socioeconomically Disadvantaged | 655 | 98.5 |
| Students with Disabilities | 70 | 10.5 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 6 | 0.9 |
| American Indian or Alaska Native | 7 | 1.1 |
| Asian | 2 | 0.3 |
| Filipino | | |
| Hispanic | 638 | 95.9 |
| Two or More Races | 4 | 0.6 |
| Native Hawaiian or Pacific Islander | | |
| White | 6 | 0.9 |

Conclusions based on this data:

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





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| <p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p> | <p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="784 747 834 779">Red</p> | <p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 747 1325 779">Green</p> |
| <p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p> | | |

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

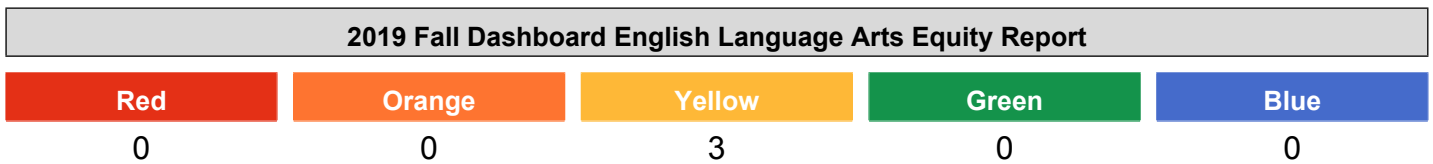
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

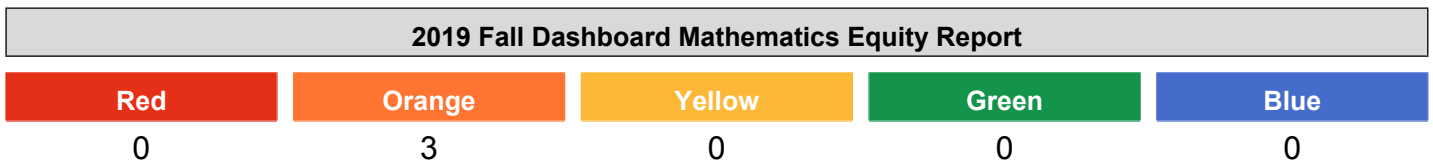
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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







This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> Orange 66.8 points below standard Declined -8 points 295 | <p>English Learners</p> Orange 65.7 points below standard Declined -9 points 232 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p> No Performance Color 85.9 points below standard Declined -9.9 points 15 | <p>Socioeconomically Disadvantaged</p> Orange 67.9 points below standard Declined -9.6 points 289 | <p>Students with Disabilities</p> No Performance Color 111.4 points below standard Increased Significantly +122 points 30 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

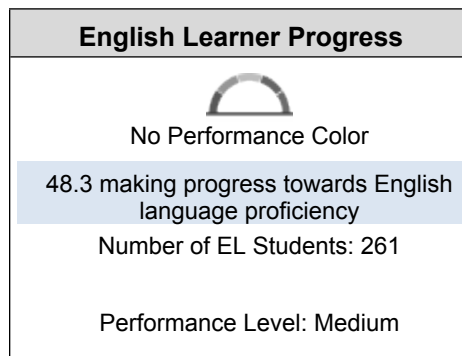
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

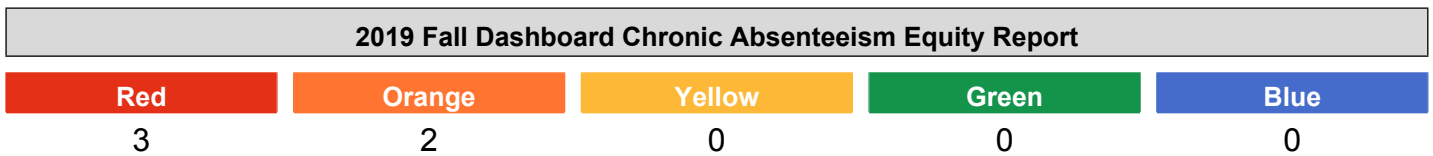
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

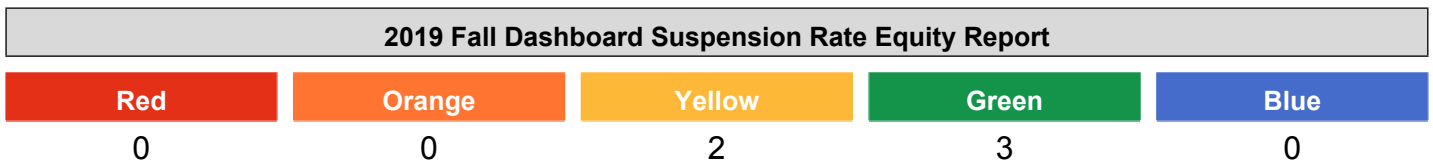
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|---|--|
| <p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data 10</p> | <p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data 5</p> | <p align="center">Asian</p> | <p align="center">Filipino</p> |
| <p align="center">Hispanic</p>  <p align="center">Green 1.8 Declined Significantly -3 661</p> | <p align="center">Two or More Races</p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p> | <p align="center">Pacific Islander</p> | <p align="center">White</p>  <p align="center">No Performance Color Less than 11 Students - Data 9</p> |

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

2019 Fall Dashboard Suspension Rate by Year

| | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <p align="center">2017</p> | <p align="center">2018</p> | <p align="center">2019</p> |
| | 5.1 | 2 |

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Build and sustain a standards-aligned 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 support, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| CAASPP SBAC ELA | Percent of Students that Met or Exceeded ELA Standard Grade 3: 8% Grade 4: 10% Grade 5: 12% Grade 6: 31% | 2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 20% Grade 4: 22% Grade 5: 26% Grade 6: 43% |
| Local Interim Assessment Reading (NWEA) | Percent of Students ready or exceeded Grade Level Reading Fall 2021: 9.3% Winter 2022: 6.73% Spring 2022: 10% Fall to Spring % Met Best Growth Target 27.55% | NWEA Reading BEST Growth Target Fall 2021/2022: 13.64% Fall 2022/2023: 35.76% Fall 2023/2024: 57.88% Fall 2024/2025: 80% |
| CAASPP SBAC Math | Percent of Students that Met or Exceeded Math Standard Grade 3: 9% Grade 4: 5% Grade 5: 1% | 2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 21% Grade 4: 17% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | Grade 6: 19% | Grade 5: 13% Grade 6: 31% |
| Local Interim Assessment Math (NWEA) | Percent of Students ready or exceeded Grade Level Math Fall 2021: 3.76% Winter 2022: 3.64% Spring 2022: 6.7% Fall to Spring % Met Best Growth Target 32.54% | NWEA Math BEST Growth Target Fall 2021/2022: 5.76% Fall 2022/2023: 30.51% Fall 2023/2024: 55.25% Fall 2024/2025: 80% |
| English Learner Progress (ELPAC) | Percent of students that scored a Level 4: 7.76% | Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: |
| Reclassification Rate | 2021-2022 Reclassified Students: 8 | 2022-2023: 16 2023-2024: 2024-2025: |
| MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills | Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 53.5% Phonics/Word Recognition: 55.2% Listening Comprehension: 70.2% Picture Vocabulary: 56.2% | 2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 65.5%% Phonics/Word Recognition: 67.2%% Listening Comprehension: 82.2%% Picture Vocabulary: 68.2%% |
| MAP Reading Fluency (NWEA) - First Grade | Percent of Students with an Oral Reading Rate: 14% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 8% | 2022-2023 Percent of Students with an Oral Reading Rate: 26% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 20% |
| MAP Reading Fluency (NWEA) - Second Grade | Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 8.8% Percent of Students that Met or Exceeded Grade Level | 2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 20.8% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|------------------------------------|---|
| | Sentence Reading Fluency: 25.3% | 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 37.3% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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) |
|-----------|--|
| 0 | Certificated Subs 1125 (Title I) |
| 9,194.00 | Certificated Extra Time 1190 (Title I) |
| 15,000.00 | Travel & Conference 5200 (Title I) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade
 Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

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

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 10,000.00 | Books & Reference Material 4200 (Title I) |
| 14,317.00 | Instructional Supplies 4310 (Title I) |
| 7,000.00 | Duplicating/Print shop 5715 (Title I) |
| 0 | Instructional Supplies 4310 (Carryover) |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade
 Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Response to Intervention & Prevention TSA

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

75,127.00

TSA 1100 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

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

Strategy/Activity

Planned:

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Other Cert. Salaries 1900 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

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.

What were the activities implemented and to what level?

Funds were used for teachers to have additional planning time both individually and with their grade level teams.

What was not implemented that was in the 2021-22 site plan and why?

This year was a transitional year for Sierra Vista in regards to school leadership. Due to the transition, monies were not placed into travel and conferences. We also had COVID funds available, so funds were not needed for substitutes.

What was the overall effectiveness of this action?

Additional grade level planning time was very effective for our site. Teachers used this additional time to share best practices, analyze data, and share ways to improve student learning and drive students achievement.

Goal 1 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

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.

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- * 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.

What were the activities implemented and to what level?

A subscription to Renaissance Learning was purchased to enable students to use Accelerated Reader as a tool to achieving reading goals. We also purchased ARC books for our Tier 3 reading lab which provides high interests books for students. Decodable readers were purchased for Kindergarten and first grade to assist in meeting the diverse needs within each classroom.

What was not implemented that was in the 2021-22 site plan and why?

Materials for LEGO Robotics were not purchased because we currently do not have a robotics team. Materials were not purchased for STEM because COVID funds were available to provide the necessary materials for our STEM Lab.

What was the overall effectiveness of this action?

We saw an increase in student engagement in our Tier 3 reading lab with our new high interest readers. Additionally, Kindergarten and first grade teachers were able to better support the wide range of reading abilities with the decodable readers that were purchased.

Goal 1 Strategy/Activity 3

Name of Activity:

Strategy/Activity 3:

Response to Intervention & Prevention TSA

- * Review and analyze data from various sources: CAASPP scores, local assessments, ELPAC scores,

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

What were the activities implemented and to what level?

Our Response to Intervention TSA provided intensive intervention to our Tier 3 students. Our TSA also collaborated with teachers and supported them to provide additional tier 2 interventions in the classroom. Our RTI TSA is also a member of our COST and SST teams to assist in ensuring adequate supports are being provided to students.

What was not implemented that was in the 2021-22 site plan and why?

All activities were implemented.

What was the overall effectiveness of this action?

The activities and strategies for this goal were highly effective and will continue for the 2022-23 school year.

Goal 1 Strategy/Activity 4

Name of Activity:

Strategy/Activity 4:

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

* After-school tutoring for Struggling Students

* After-school Enrichment for Identified Students

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

*Translating and Child care

What were the activities implemented and to what level?

After school tutoring was provided to students who are in need of intensive intervention.

What was not implemented that was in the 2021-22 site plan and why?

We were unable to hire an ELD teacher because there were not any highly qualified applicants for the position. We were also unable to host in person parent meetings for most of the 2021-22 school year, so child care was not needed for parents. Additional supplies and materials were not purchased because additional COVID funds were available.

What was the overall effectiveness of this action?

Tutoring provided intensive intervention for students.

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

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

*Substitute coverage,\$0 - \$0

*extra-time, \$1844.00-\$1844.00

*travel and conference \$0 - \$0 = \$0

Goal 1 Strategy/Activity 2:

Name of Activity:

Strategy/Activity 2: Purchase supplemental

*Instructional supplies \$59,169.00-7,059.00=52,109.21

*books and reference materials \$15,000 - \$14,000 = \$1,000

*Duplication/Printshop. \$0 - \$0 = 0

*Budgeted: \$ 74,169 Estimated Actuals: \$ 21,059

*Difference: \$53,110

Why: The district office provided COVID funds for purchases.

Goal 1 Strategy/Activity 3

Name of Activity:

Strategy/Activity 3:

Response to Intervention & Prevention TSA \$48,704 - \$48,704 = \$0

*Budgeted: \$ \$48,704 Estimated Actuals: \$ 48,704

*Difference: \$0

Goal 1 Strategy/Activity 4

Name of Activity:

Strategy/Activity 4:

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0

Why: This goal was for a part-time ELD teacher that we were unable to hire because we did not have highly qualified applicants.

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.

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

We will be keeping all activities for goal one.

Goal 1 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

We will modify activity five; we do not currently have a robotics team, materials will not be purchased for robotics. All other activities will remain the same.

Goal 1 Strategy/Activity 3

Name of Activity:

Strategy/Activity 3:

*Changes: Keep, Delete, or Modify?

All activities will remain the same.

Goal 1 Strategy/Activity 4

Name of Activity:

Strategy/Activity 4:

*Changes: Keep, Delete, or Modify?

We will delete activity one and will no longer seek to hire a part-time ELD teacher. All other activities will remain the same.

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 1, 5, & 6

Local Priorities Student attendance, student expulsion & suspension, 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

Goal 2

Safe, Caring, and Respectful Environment-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. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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, and public safety, health, and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|--|--|
| Suspension Rate | California Dashboard 2018-2019 2.2% suspension rate 2019-2020 1.0% suspension rate 2020-21 .1% suspension rate | Projected for 2021-2022 = .1% Projected for 2022-2023 = .5% |
| Expulsion Rate | California Dashboard *2018-2019 = .15% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate | Projected for 2021-2022 = 0 % Projected for 2022-2023 = 0% |
| Chronic Absenteeism Rates | California Dashboard *2018-2019 = n/a% Chronic Absenteeism Rates | Projected for 2021-2022 = 23.9% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|--|----------------------------------|
| | *2019-2020 = 14.5% Chronic Absenteeism Rates *2020-2021 = 23.9% Chronic Absenteeism Rates | Projected for 2022-2023 = 11.95% |
| 5th Grade School Climate Favorable | 60% (106 student responses) | 85% |
| 6th Grade School Climate Favorable | 67% (98 student responses) | 85% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

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

Strategy/Activity

Planned:

PBIS Team will:

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

Support professional development related to

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

Outside Contracted Services (5800)

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

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

Strategy/Activity

Planned:

Purchase supplemental material

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

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

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

Purchase materials and supplies to support character education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Instructional Supplies 4310 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

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

Strategy/Activity

Planned:

Intervention/Universal Access.

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Travel & Conference 5200 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - 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 policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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 policymakers.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|-----------------------------|
| Back to School Night (Students represented) | 400 out of 632 students 2019-2020 ? 2020-2021 500 2021-2022 | 423 out of 706 2022-2023 |
| Title 1 Parent Meeting | 150 parents 2019-2020 ? 2020-2021 250 2021-2022 | 342 out of 706 2022-2023 |
| School Site Council (Average attendance) | 10 people 2019-2020 ? 2020-2021 20 2021-2022 | 10 people 2022-2023 |
| ELAC | 4 people 2019-2020 | 6 people 2022-2023 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-----------------------------------|-----------------------------|
| | ? 2020-2021 45 2021-2022 | |
| Open House | | 529 out of 706 2022-2023 |

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)

2,000.00

Supplies 4300 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade

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

Strategy/Activity

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|---------|--------------------------------------|
| 0 | Cert. Pupil Support 1200 (Parent Ed) |
| 1230.00 | Other classified 2990 (Title I) |

Annual Review

SPSA Year Reviewed: 2021-22

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.

Strategy/Activity 1: (we rolled over the 17/18 parent interest survey results for 18/19)

*Identify parent's greatest areas of interest and desired support

*Work collaboratively with on site Parent Resource Center to provide trainings based on survey results

*Purchase materials to support Parent Trainings and home/school involvement

*Hire Certificated and Classified staff to conduct workshops/trainings, provide child care, and prepare for workshops/trainings

Strategy/Activity 2:

School Plan for Student Achievement (SPSA) Page 50 of 71 Virginia Lee Rose Elementary School

*Utilize oral translators and/or interpreters during parent/teacher conferences, workshops/trainings, Parent Meetings

*Allow planning and preparation time for Certificated and Classified Staff for Parent Ed Nights/workshops, trainings and Parent/Teacher Conferences

*Provide 2 Parent Ed Nights during the school year

Overall attendance at parent trainings/workshops/ed nights increased. ELAC attendance increased

this year. There are two items which may account for the increase in attendance: 1) time of meetings changed to mornings rather than afternoons; and 2) increased advertisement of the meetings. Attendance at Back to School Night and Open House remained comparable to both the 18/19 and 19/20 school year. However, we did not meet our target increase for School Site Council/Title 1 meetings.

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

Strategy/Activity 1:

Supplies

*Budgeted: \$ 1,585 Estimated Actuals: \$ 1,643.69

*Difference: \$ -58.69

Strategy/Activity 2:

Certificated extra time, Classified extra time, Duplication/Printshop

*Budgeted: \$ 1,343 Estimated Actuals: \$ 1,343

*Difference: \$ 0

Due to the Covid-19 pandemic, no funds were spent.

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.

Strategy/Activity 1:

Supplies

*Changes: Keep, Delete, or Modify? This Strategy/Activity will be kept and funding will be increased by 20%.

Strategy/Activity 2:

Certificated extra time, Classified extra time, Duplication/Printshop

*Changes: Keep, Delete, or Modify?

This Strategy/Activity will be kept and funding will be increased by 50%.

Due to the Covid-19 Pandemic, no funds were spent.

A Parent Interest Survey will be conducted on 20/21 in preparation for a 2-year rollout. The 2-year rollout allows us to research options and have staff trained to provide the workshops/training/parent ed nights. A metric to be considered would be our Parent Training & Events participation numbers. Although we track these numbers, they are not considered a metric at this time. A strategy that has proven successful for ELAC attendance is to increase advertisement. This is a strategy to use for School Site Council/Title1 meetings in subsequent years.

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 1
Local Priorities None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

School-wide student's TK-6th grade
Specific Student Group(s): Students with Disabilities, English Learners, Foster Youth, Low Income

Strategy/Activity

Planned:

Purchase technology and supplemental materials:

Purchase technology software (AR, STAR reading & SeeSaw licenses) 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)

7050.00

Comp. Hardware/Software Maintenance & License 5885 (Title I)

12,000.00

Comp. Hardware under \$500 4385 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Strategy1/Activity 1:

omp. Hardware/Software Mintenance & License, Comp. Hardware under \$50

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.

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

Strategy1/Activity1:

Comp. Hardware/Software Mintenance & License, Comp. Hardware under \$500

*Budgeted: \$ 8,877 Estimated Actuals: \$ 8,876.16

*Difference: \$.84

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.

Strategy 1/Activity 1:

omp. Hardware/Software Mintenance & License, Comp. Hardware under \$50

*Changes: Keep, Delete, or Modify?

This Strategy/Activity will be keep and incread by 25%. Due to web based learning.

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 | \$152,918 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$152,918.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|--|-----------------|
| Books & Reference Material 4200 (Title I) | \$10,000.00 |
| Cert. Pupil Support 1200 (Parent Ed) | \$0.00 |
| Certificated Extra Time 1190 (Title I) | \$9,194.00 |
| Certificated Subs 1125 (Title I) | \$0.00 |
| Comp. Hardware under \$500 4385 (Title I) | \$12,000.00 |
| Comp. Hardware/Software Maintenance & License 5885 (Title I) | \$7,050.00 |
| Duplicating/Print shop 5715 (Title I) | \$7,000.00 |
| Instructional Supplies 4310 (Carryover) | \$0.00 |
| Instructional Supplies 4310 (Title I) | \$14,317.00 |
| Other Cert. Salaries 1900 (Title I) | \$0.00 |
| Other classified 2990 (Title I) | \$1,230.00 |
| Other classified 2990 (Title I) | \$1,230.00 |
| Outside Contracted Services 5800 (Title I) | \$0.00 |

| | |
|------------------------------------|-------------|
| Supplies 4300 (Parent Ed) | \$2,000.00 |
| Travel & Conference 5200 (Title I) | \$15,000.00 |
| TSA 1100 (Title I) | \$75,127.00 |

Subtotal of state or local funds included for this school: \$152,918.00

Total of federal, state, and/or local funds for this school: \$152,918.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-13-2021.

Attested:



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



SSC Chairperson, MaryAnn Kent on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Sierra Vista Elementary School

Funding Source: Books & Reference Material 4200 (Title I) **\$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|-------------|------|--|
| | | \$10,000.00 | | <p>Planned:</p> <p>Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.</p> <ul style="list-style-type: none"> * 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. |

Books & Reference Material 4200 (Title I) Total Expenditures: \$10,000.00

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

Sierra Vista Elementary School

Funding Source: Cert. Pupil Support 1200 (Parent Ed) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|-------------|--------|------|--|
| | | \$0.00 | | Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights |
| Cert. Pupil Support 1200 (Parent Ed) Total Expenditures: | | \$0.00 | | |
| Cert. Pupil Support 1200 (Parent Ed) Allocation Balance: | | \$0.00 | | |

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|--|
| | | \$9,194.00 | | Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

Sierra Vista Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$9,194.00

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

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--|
| | | \$0.00 | | Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

Certificated Subs 1125 (Title I) Total Expenditures: \$0.00

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

Funding Source: Comp. Hardware under \$500 4385 (Title I) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Sierra Vista Elementary School

\$12,000.00

Planned:
 Purchase technology and supplemental materials:
 Purchase technology software (AR, STAR reading & SeeSaw licenses) to support technology goal.
 Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
 Provide for repairs as needed to keep equipment in working order.
 Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$12,000.00

Comp. Hardware under \$500 4385 (Title I) Allocation Balance: \$0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|--|
| | | \$7,050.00 | | Planned: Purchase technology and supplemental materials: Purchase technology software (AR, STAR reading & SeeSaw licenses) 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. |

Sierra Vista Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$7,050.00
 Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|--|
| | | \$7,000.00 | | 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/Print shop 5715 (Title I) Total Expenditures: \$7,000.00

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

Sierra Vista Elementary School

Funding Source: Instructional Supplies 4310 (Carryover)

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--|
| | | \$0.00 | | <p>Planned:</p> <p>Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district’s print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. |

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

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

Funding Source: Instructional Supplies 4310 (Title I)

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

\$14,317.00

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.

\$0.00

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

Sierra Vista Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$14,317.00

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

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--|
| | | \$0.00 | | Planned: A Full time English Language Development teachers to work with our EL students who have the highest needs based on their most recent ELPAC scores. Our school site can not afford a fulltime with our budget I will be using some general budget money to help pay for a fulltime ELD teacher. This teacher would also work with our newcomer student who have been in school in the US less than 12 months. Teacher would <ul style="list-style-type: none"> * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care |

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$0.00

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

Funding Source: Other classified 2990 (Title I) \$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|---|
| | | \$1,230.00 | | Planned: Provide teacher/classified release time and extra time: <ul style="list-style-type: none"> * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights |

Sierra Vista Elementary School

Other classified 2990 (Title I) Total Expenditures: \$1,230.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--|
| | | \$0.00 | | <p>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.</p> <p>Support professional development related to</p> <ol style="list-style-type: none"> 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support <p>Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.</p> |

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

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

Sierra Vista Elementary School

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|------------|------|---|
| | | \$2,000.00 | | Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. |

Supplies 4300 (Parent Ed) Total Expenditures: \$2,000.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I)

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--|
| | | \$0.00 | | Planned: Intervention/Universal Access. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom.(To be completed by site admin) |

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.

Travel & Conference 5200 (Title I) Total Expenditures: \$15,000.00

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

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Sierra Vista Elementary School

\$75,127.00

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

TSA 1100 (Title I) Total Expenditures: \$75,127.00

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

Sierra Vista Elementary School Total Expenditures: \$152,918.00