School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Elementary School	20-65243-6024046	5/25/23	12/12/2023

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
Additional Targeted Support and Improvement
English Learner , Hispanic, Homeless, Socio Economically Disadvantaged, Students with Disabilities

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 2023-24:

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 2023-24 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 2023-24 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.

RtI 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. Students participated in and gave feedback on our LCAP. Many parents would like to see additional safety measures for the school as well as additional after school tutoring.

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 unit plans that focus on essential standards within that unit. 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 continue developing unit plans that are focused on essential standards. Teacher will develop common formative and summative 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. This coming year we will continue our work with Solution Tree that provides tailored coaching and support to the teachers.

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 units plans that are aligned to the essential grade level 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 and essential standards. 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. Teachers will 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 cume 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.

Fiscal support (EPC)

Title I Parent Education and Professional Development

Educational Partner 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 during the 2022-23 school year:

- Students
- Parents / Guardians
- Employees / Administration

Parent Focused LCAP Community Meeting for Sierra Vista families: LCAP input meetings were held with parents to obtain their 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. The top parent feedback items were the following: After school tutoring, Surveillance Cameras/security, smaller class sizes, and new restrooms.

Parent Committees: During the 2022-2023 school year, LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Parent committees include 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 2022-23 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 2022-2023 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:

According to the California Dashboard, the students in the greatest need are: EL's, Hispanic, Homeless, SED, and SWD. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.99%	0.86%	7	7	6
African American	0.9%	0.99%	0.86%	6	7	6
Asian	0.3%	0.42%	0.57%	2	3	4
Filipino	%	%	0.14%		0	1
Hispanic/Latino	95.9%	95.62%	96.71%	638	676	677
Pacific Islander	%	%	0%		0	0
White	0.9%	1.56%	0.57%	6	11	4
Multiple/No Response	0.6%	0.28%	0.14%	4	2	1
			Total Enrollment	665	707	700

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	124	136	116
Grade 1	119	109	117
Grade 2	95	113	103
Grade3	105	90	113
Grade 4	75	98	85
Grade 5	84	76	97
Grade 6	63	85	69
Total Enrollment	665	707	700

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	308	397	416	46.3%	56.2%	59.4%
Fluent English Proficient (FEP)	81	75	45	12.2%	10.6%	6.4%
Reclassified Fluent English Proficient (RFEP)	12			3.9%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	90	114	0	90	111	0	90	111	0.0	100.0	97.4
Grade 4	76	100	87	0	99	84	0	99	84	0.0	99.0	96.6
Grade 5	83	81	102	0	81	99	0	80	99	0.0	100.0	97.1
Grade 6	63	82	71	0	82	71	0	82	70	0.0	100.0	100.0
All Grades	326	353	374	0	352	365	0	351	364	0.0	99.7	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2330.	2344.		0.00	4.50		8.89	13.51		25.56	21.62		65.56	60.36
Grade 4		2361.	2380.		3.03	3.57		7.07	8.33		14.14	19.05		75.76	69.05
Grade 5		2398.	2418.		1.25	2.02		11.25	11.11		18.75	19.19		68.75	67.68
Grade 6		2475.	2453.		7.32	2.86		24.39	18.57		28.05	28.57		40.24	50.00
All Grades	N/A	N/A	N/A		2.85	3.30		12.54	12.64		21.37	21.70		63.25	62.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.11	4.50		47.78	51.35		51.11	44.14
Grade 4		2.02	5.95		56.57	64.29		41.41	29.76
Grade 5		5.00	0.00		48.75	61.62		46.25	38.38
Grade 6		8.54	4.29		53.66	40.00		37.80	55.71
All Grades		3.99	3.57		51.85	54.95		44.16	41.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.22	5.45		30.00	39.09		67.78	55.45
Grade 4		0.00	0.00		24.49	30.95		75.51	69.05
Grade 5		2.50	1.01		32.50	43.43		65.00	55.56
Grade 6		4.88	1.43		45.12	50.00		50.00	48.57
All Grades		2.29	2.20		32.57	40.50		65.14	57.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	1.80		65.56	69.37		28.89	28.83
Grade 4		3.03	5.95		65.66	71.43		31.31	22.62
Grade 5		3.75	7.07		63.75	72.73		32.50	20.20
Grade 6		9.76	4.29		74.39	71.43		15.85	24.29
All Grades		5.41	4.67		67.24	71.15		27.35	24.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44	6.31		46.67	54.95		48.89	38.74
Grade 4		4.04	1.19		56.57	73.81		39.39	25.00
Grade 5		2.50	4.04		65.00	64.65		32.50	31.31
Grade 6		19.51	5.71		47.56	70.00		32.93	24.29
All Grades		7.41	4.40		53.85	64.84		38.75	30.77

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	90	114	0	89	108	0	89	108	0.0	98.9	94.7
Grade 4	76	100	87	0	99	84	0	99	84	0.0	99.0	96.6
Grade 5	83	81	102	0	81	100	0	81	100	0.0	100.0	98.0
Grade 6	63	82	71	0	82	71	0	82	71	0.0	100.0	100.0
All Grades	326	353	374	0	351	363	0	351	363	0.0	99.4	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2333.	2370.		2.25	2.78		7.87	14.81		19.10	28.70		70.79	53.70
Grade 4		2381.	2396.		0.00	2.38		5.05	8.33		30.30	28.57		64.65	60.71
Grade 5		2393.	2415.		0.00	1.00		1.23	6.00		17.28	22.00		81.48	71.00
Grade 6		2449.	2440.		7.32	4.23		12.20	14.08		20.73	25.35		59.76	56.34
All Grades	N/A	N/A	N/A		2.28	2.48		6.55	10.74		22.22	26.17		68.95	60.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.25	4.63		24.72	49.07		73.03	46.30
Grade 4		3.03	2.38		26.26	32.14		70.71	65.48
Grade 5		0.00	1.01		20.99	33.33		79.01	65.66
Grade 6		6.10	7.14		37.80	45.71		56.10	47.14
All Grades		2.85	3.60		27.35	40.17		69.80	56.23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.37	4.63		26.97	43.52		69.66	51.85
Grade 4		0.00	3.57		31.31	42.86		68.69	53.57
Grade 5		1.23	0.00		28.40	41.00		70.37	59.00
Grade 6		3.66	4.23		42.68	39.44		53.66	56.34
All Grades		1.99	3.03		32.19	41.87		65.81	55.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	3.70		52.81	56.48		47.19	39.81
Grade 4		1.01	1.19		44.44	54.76		54.55	44.05
Grade 5		1.23	3.00		30.86	45.00		67.90	52.00
Grade 6		8.54	2.82		45.12	45.07		46.34	52.11
All Grades		2.56	2.75		43.59	50.69		53.85	46.56

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1404.5	1428.6		1414.6	1426.0		1380.8	1434.6	0	82	71
1	1438.7	1431.5	1445.6	1462.8	1449.2	1455.1	1414.2	1413.2	1435.6	46	62	73
2	1469.8	1468.4	1472.5	1479.9	1477.8	1483.9	1459.0	1458.5	1460.5	46	64	57
3	1468.3	1472.0	1479.4	1476.5	1468.5	1477.9	1459.6	1475.1	1480.3	54	51	60
4	1495.5	1492.3	1515.3	1500.0	1496.3	1516.4	1490.5	1487.8	1513.7	25	63	47
5	1504.6	1509.7	1517.2	1493.7	1509.0	1513.3	1515.0	1509.8	1520.5	28	44	59
6	1511.7	1516.9	1525.3	1518.8	1506.9	1514.9	1503.9	1526.4	1535.1	20	28	35
All Grades										219	394	402

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		4.17	21.13		37.50	32.39		35.42	36.62		22.92	9.86		48	71
1	6.52	3.45	4.11	23.91	20.69	39.73	41.30	46.55	42.47	28.26	29.31	13.70	46	58	73
2	4.35	8.06	7.02	54.35	38.71	40.35	32.61	40.32	42.11	8.70	12.90	10.53	46	62	57
3	1.96	3.92	10.17	25.49	29.41	33.90	54.90	47.06	33.90	17.65	19.61	22.03	51	51	59
4	4.35	6.35	12.77	47.83	36.51	63.83	34.78	42.86	14.89	13.04	14.29	8.51	23	63	47
5	7.69	11.36	17.24	38.46	31.82	31.03	26.92	43.18	39.66	26.92	13.64	12.07	26	44	58
6	0.00	25.00	11.43	47.37	21.43	54.29	47.37	21.43	17.14	5.26	32.14	17.14	19	28	35
All Grades	4.27	7.63	12.00	37.44	31.64	40.50	40.76	40.96	34.25	17.54	19.77	13.25	211	354	400

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		12.50	18.31		35.42	35.21		27.08	32.39		25.00	14.08		48	71
1	28.26	15.52	20.55	26.09	36.21	36.99	39.13	34.48	30.14	6.52	13.79	12.33	46	58	73
2	21.74	25.81	22.81	45.65	33.87	49.12	28.26	32.26	22.81	4.35	8.06	5.26	46	62	57
3	19.61	9.80	30.51	35.29	43.14	33.90	31.37	31.37	18.64	13.73	15.69	16.95	51	51	59
4	21.74	26.98	57.45	60.87	52.38	29.79	4.35	12.70	6.38	13.04	7.94	6.38	23	63	47
5	26.92	31.82	36.21	46.15	52.27	41.38	11.54	2.27	12.07	15.38	13.64	10.34	26	44	58
6	21.05	28.57	31.43	57.89	28.57	48.57	15.79	14.29	2.86	5.26	28.57	17.14	19	28	35
All Grades	23.22	21.19	29.50	41.71	40.96	38.75	25.59	23.16	20.00	9.48	14.69	11.75	211	354	400

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		2.08	14.08		14.58	36.62		68.75	35.21		14.58	14.08		48	71
1	0.00	3.45	1.37	19.57	12.07	26.03	32.61	36.21	49.32	47.83	48.28	23.29	46	58	73
2	4.35	3.23	7.02	28.26	25.81	19.30	47.83	51.61	47.37	19.57	19.35	26.32	46	62	57
3	0.00	3.92	1.69	7.84	7.84	20.34	41.18	54.90	40.68	50.98	33.33	37.29	51	51	59
4	0.00	1.59	2.13	13.04	14.29	38.30	52.17	42.86	44.68	34.78	41.27	14.89	23	63	47
5	7.69	6.82	12.07	23.08	11.36	6.90	34.62	54.55	58.62	34.62	27.27	22.41	26	44	58
6	0.00	7.14	5.71	10.53	28.57	45.71	36.84	35.71	17.14	52.63	28.57	31.43	19	28	35
All Grades	1.90	3.67	6.50	17.54	15.82	26.50	40.76	49.44	43.25	39.81	31.07	23.75	211	354	400

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		14.89	19.72		70.21	66.20		14.89	14.08		47	71
1	26.09	27.59	30.14	67.39	56.90	58.90	6.52	15.52	10.96	46	58	73
2	21.74	25.81	24.56	76.09	64.52	70.18	2.17	9.68	5.26	46	62	57
3	13.73	29.41	15.25	64.71	56.86	72.88	21.57	13.73	11.86	51	51	59
4	10.00	41.27	38.30	75.00	50.79	59.57	15.00	7.94	2.13	20	63	47
5	23.08	9.09	27.59	53.85	79.55	60.34	23.08	11.36	12.07	26	44	58
6	15.79	17.86	28.57	57.89	57.14	57.14	26.32	25.00	14.29	19	28	35
All Grades	19.23	25.21	25.75	66.83	61.76	64.00	13.94	13.03	10.25	208	353	400

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		15.91	19.72		61.36	60.56		22.73	19.72		44	71
1	26.09	12.07	15.07	67.39	67.24	72.60	6.52	20.69	12.33	46	58	73
2	28.26	35.48	47.37	65.22	56.45	50.88	6.52	8.06	1.75	46	62	57
3	35.29	23.53	35.59	50.98	58.82	42.37	13.73	17.65	22.03	51	51	59
4	56.52	25.40	51.06	30.43	65.08	42.55	13.04	9.52	6.38	23	63	47
5	53.85	43.18	56.90	30.77	40.91	31.03	15.38	15.91	12.07	26	44	58
6	73.68	35.71	31.43	21.05	39.29	54.29	5.26	25.00	14.29	19	28	35
All Grades	39.81	26.57	35.25	50.24	57.43	51.75	9.95	16.00	13.00	211	350	400

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.52	14.08		76.09	73.24		17.39	12.68		46	71
1	8.70	5.17	9.59	36.96	46.55	49.32	54.35	48.28	41.10	46	58	73
2	10.87	6.45	5.26	65.22	72.58	66.67	23.91	20.97	28.07	46	62	57
3	0.00	0.00	1.69	19.61	45.10	49.15	80.39	54.90	49.15	51	51	59
4	0.00	1.59	6.38	78.95	44.44	74.47	21.05	53.97	19.15	19	63	47
5	7.69	6.82	12.07	50.00	56.82	55.17	42.31	36.36	32.76	26	44	58
6	0.00	7.14	5.71	26.32	50.00	54.29	73.68	42.86	40.00	19	28	35
All Grades	5.31	4.55	8.25	43.48	55.97	60.25	51.21	39.49	31.50	207	352	400

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		18.75	59.15		66.67	28.17		14.58	12.68		48	71
1	0.00	5.17	2.74	58.70	58.62	78.08	41.30	36.21	19.18	46	58	73
2	6.52	8.06	5.26	71.74	61.29	70.18	21.74	30.65	24.56	46	62	57
3	1.96	7.84	11.86	62.75	80.39	71.19	35.29	11.76	16.95	51	51	59
4	0.00	3.17	12.77	69.57	76.19	76.60	30.43	20.63	10.64	23	63	47
5	7.69	11.63	12.07	65.38	67.44	77.59	26.92	20.93	10.34	26	43	58
6	10.53	10.71	28.57	84.21	75.00	60.00	5.26	14.29	11.43	19	28	35
All Grades	3.79	8.78	19.25	66.82	68.84	65.25	29.38	22.38	15.50	211	353	400

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
707	**98.0**	**56.2**	**1.3**
Total Number of Students enrolled in Sierra Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	397	56.2
Foster Youth	9	1.3
Homeless	35	5.0
Socioeconomically Disadvantaged	693	98.0
Students with Disabilities	77	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.0
American Indian	7	1.0
Asian	3	0.4
Filipino		
Hispanic	676	95.6
Two or More Races	2	0.3
Pacific Islander		
White	11	1.6

Conclusions based on this data:

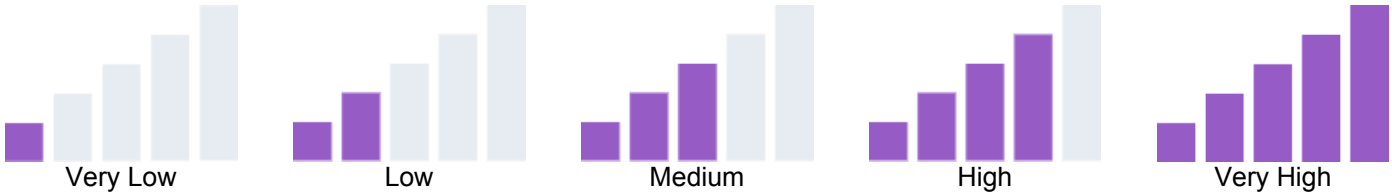
1. Sierra Vista services a large hispanic and socioeconomically disadvantage community. Within this community the majority of our students are English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

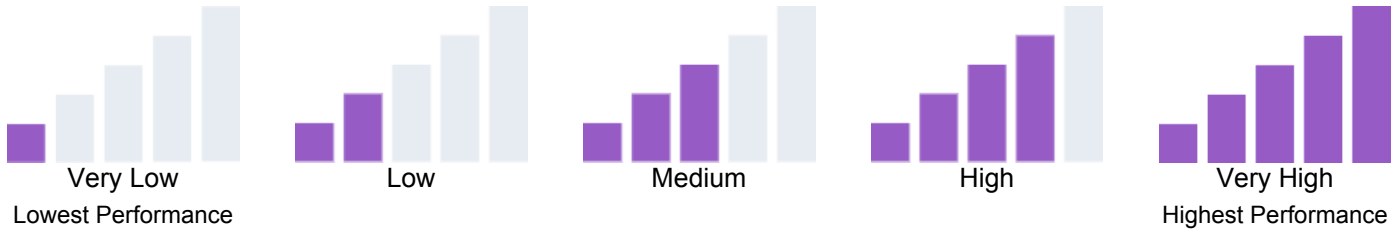
1. Our students are not meeting state standards both in ELA and Mathmatics.
2. Our school site has students that are being absent for more than 18 days within the school year.
3. Our students are performing higher in math than in ELA.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
92.0 points below standard	93.7 points below standard	3 Students
329 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
113.2 points below standard	90.9 points below standard	150.4 points below standard
11 Students	326 Students	34 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 92.3 points below standard 319 Students			No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.0 points below standard 176 Students	6.8 points above standard 39 Students	113.3 points below standard 92 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

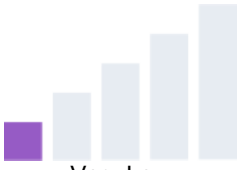
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
109.4 points below standard	104.1 points below standard	3 Students
328 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
97.7 points below standard	108.2 points below standard	157.9 points below standard
11 Students	325 Students	34 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 109.6 points below standard 318 Students			No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.0 points below standard 176 Students	41.6 points below standard 39 Students	140.0 points below standard 91 Students

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. Engish Learners 3rd-6th grade are 56.2 from level 3 which means they are perfoming 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 perfoming better than some of our English only population.

School and Student Performance Data

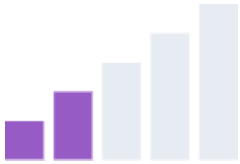
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

42.9 making progress towards English language proficiency

Number of EL Students: 177 Students

Performance Level: 2

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.

2022 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
18.1%	39.0%	0.6%	42.4%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

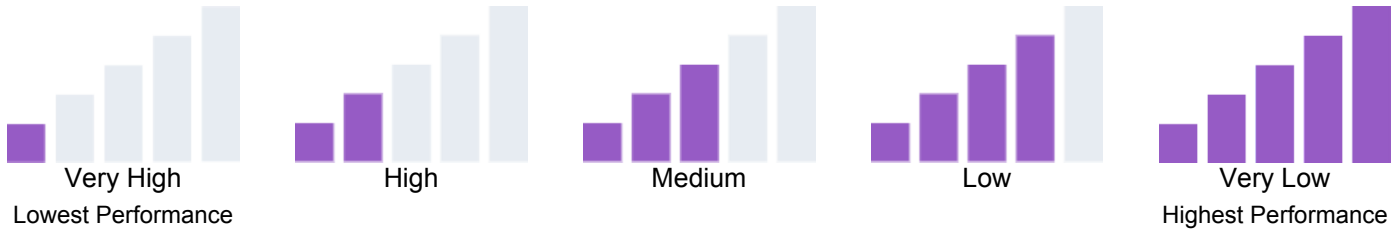
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

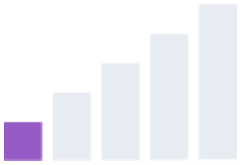


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
52.6% Chronically Absent	45% Chronically Absent	27.3% Chronically Absent
745 Students	424 Students	11 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
63% Chronically Absent	52.3% Chronically Absent	67.4% Chronically Absent
46 Students	729 Students	89 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	7 Students	3 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level		No Performance Level
52.5% Chronically Absent	Less than 11 Students		54.5% Chronically Absent
712 Students	3 Students		11 Students

Conclusions based on this data:

1. 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.
2. Our largest population within our school is Hispanic which accounts to why they are the group with the highest percentage of chronical absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
2% suspended at least one day	0.5% suspended at least one day	0% suspended at least one day
768 Students	430 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	Medium
4.1% suspended at least one day	2% suspended at least one day	1.1% suspended at least one day
49 Students	750 Students	92 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	7 Students	3 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level		No Performance Level
1.8% suspended at least one day	Less than 11 Students		0% suspended at least one day
735 Students	3 Students		11 Students

Conclusions based on this data:

1. 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
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

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 2021-2022 = 2.0% Suspension rate	Projected for 2021-2022 = .1% Projected for 2022-2023 = .5% Projected for 2023-2024=1%
Expulsion Rate	California Dashboard *2018-2019 = .15% Expulsion rate *2019-2020 = 0% Expulsion rate	Projected for 2021-2022 = 0 % Projected for 2022-2023 = 0% Projected for 2023-2024=0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 0% Expulsion rate 2021-2022 = 0.13% Expulsion rate	
Chronic Absenteeism Rates	California Dashboard *2019-2020 = 14.5% Chronic Absenteeism Rates *2020-2021 = 23.9% Chronic Absenteeism Rates 2021-2022 = 52.6% Chronic Absenteeism Rates	Projected for 2021-2022 = 23.9% Projected for 2022-2023 = 11.95% Projected for 2023-2024=10%
5th Grade School Climate Favorable	60% (106 student responses) 2022-2023 School Safety 55 %, School Belonging 50%, School Climate 49%, School Engagement 42%	85% Projected for 2023-2024 School engagement 75%, School belonging 75%, School Climate 75%, School safety 75%
6th Grade School Climate Favorable	67% (98 student responses) 2022-2023 School Safety 51%, School Climate 35%, School Belonging 28%, School Engagement 17%	85% Projected for 2023-2024 School engagement 75%, School belonging 75%, School Climate 75%, School safety 75%

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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity:
Planned:

PBIS Team will:
Continue with the implementation of PBIS. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 and Tier 3 intervention 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 outside resources to enhance the education of our students. For example, learning experiences for students to support language development, improve student attendance, and motivate students who may struggle in academic areas.

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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Planned:

* Response to Intervention TSA.
* Review and analyze data from various sources: CAASPP scores, 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 needs and create appropriate instructional groups for our Reading Lab.
* Provide intervention, monitor, and assess student progress.
* 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.
* 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)
78338.00	TSA 1100 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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.

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. The RTI TSA is also a member of our COST and SST teams to assist in ensuring adequate supports are being provided to students. Currently, our RTI teacher services almost 30

students in grades 3rd-6th in the reading lab. The TSA has attended all SST and COST meetings during the 2022-23 school year.

The activities and strategies, specifically the RTI TSA, for this goal were highly effective and will continue for the 2023-24 school year. We had several 6th grade students who made significant progress and were able to exit reading lab at the end of the fall semester. This allowed the RTI teacher to add additional students in need of support.

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

There were no major differences during the 2022-23 school year.

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

We will continue with the planned activities and strategies for the 2023-24 school year.

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
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Overall: 15% Grade 3: 9% Grade 4: 10% Grade 5: 13% Grade 6: 32.3% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Overall: 15.9% Grade 3: 17% Grade 4: 12% Grade 5: 15% Grade 6: 26%	2023-24 Percent of Students that Meet or Exceed ELA Standard Overall: 25% Grade 3: 20% Grade 4: 20% Grade 5: 23% Grade 6: 43%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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% 2022-2023 Percent of Students ready or exceeded Grade Level Reading Fall 2022: 10% Winter 2023: 13% Spring 2023: 13% Fall to Spring % Met Best Growth Target: 46%	NWEA Reading BEST Growth Target Fall 2021/2022: 13.64% Fall 2022/2023: 35.76% Fall 2023/2024: 57.88% Spring 2024/2025: 80%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard Overall: 9% Grade 3: 10% Grade 4: 5% Grade 5: 1% Grade 6: 20% 2022-2023 Percent of Students that Met or Exceeded Math Standard Overall: 13% Grade 3: 17% Grade 4: 9% Grade 5: 7% Grade 6: 18%	2023-2024 Percent of Students that Meet or Exceed Math Standard Overall: 25% Grade 3: 27% Grade 4: 20% Grade 5: 17% Grade 6: 28%
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%	NWEA Math BEST Growth Target Fall 2021/2022: 5.76% Fall 2022/2023: 30.51% Fall 2023/2024: 55.25% Spring 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall to Spring % Met Best Growth Target 32.54% 2022-2023 Percent of Students ready or exceeded Grade Level Math Fall 2022: 9% Winter 2023: 10% Spring 2023: 9% Fall to Spring % Met Best Growth Target: 25%	
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 2021-22 7.76% 2022-2023: 12%	Percent of students that score a Level 4 on 2023-24 ELPAC: 2023-2024: 30%
Reclassification Rate	Reclassified Students: 2021-22: 8 2022-2023: 20	2023-2024: 50
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	2021-2022 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 Met or Exceeded Grade Level Phonological Awareness: 76% Phonics/Word Recognition: 77% Listening Comprehension: 78% Picture Vocabulary: 74%	2023-24 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 86% Phonics/Word Recognition: 87% Listening Comprehension: 88% Picture Vocabulary: 84%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Reading Fluency (NWEA) - First Grade	2021-2022 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: 11% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.3%	2023-24 Percent of Students with an Oral Reading Rate: 21% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 20%
Back to School Night (Students represented)	2021-2022: 423 students 2022-23: 425 students	2023-2024: 500
School Site Council (Average attendance)	2021-2022: 10 2022-2023: 10	2023-24: 20
Open House	2022-2023: 529 students	2023-24: 600 students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity:
Planned:
* Provide teacher release time, extra time, and travel and conferences.
* Observe CCCS lessons.

* Revise pacing guides, collaborative 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.
* 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 best instructional practices, classroom management, and English Language Development.

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)
12000	Certificated Extra Time 1190 (Title I)
5000	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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Planned:

* Purchase books, reference materials, and Scholastic News to increase student's decoding, fluency, reading comprehension, and/or exposure to non-fiction text.
* 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, online subscriptions to software programs, headphones, books, project boards, audiovisual equipment, teacher resources, or other items that
support instruction to help students access the core.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support project based learning opportunities.

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

Amount(s)	Source(s)
10,000.00	Books & Reference Material 4200 (Title I)

17,624	Instructional Supplies 4310 (Title I)
9350	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)

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Planned:

* 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.
* 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 classified 2990 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Strategy/Activity:
Planned:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights.
* Utilize Printshop.
* Purchase materials to 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)

0	Cert. Pupil Support 1200 (Title I)
1580	Other classified 2990 (Title I)
1559	Supplies 4300 (Parent Ed)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All Students

Strategy/Activity

Planned:

*Purchase technology software (AR, STAR reading & See Saw licenses) to support technology goal.
*Purchase materials that include, but are not limited to, duplication, online resources, books, audiovisual equipment, or other items that support technology.
*Provide repairs as needed to keep equipment in working order.

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)
8000	Comp. Hardware under $500 4385 (Title I)
2000	Comp. Hardware $500-$5,000 4485 (Title I)
5000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The activities that were implemented paid extra time and coverage for the following activities:

*Individual teacher planning time.
*Grade level planning time.
*Plan for student interventions.
*Peer observations of classroom management strategies and best instructional practices.

*Teachers attend trainings and workshops to enhance their knowledge of best instructional practices and classroom management strategies.

The additional grade level planning time and a variety of professional learning was very effective for our site. Our grade level teams were able to utilize their extra time to develop unit plans that are centered around essential standards for their grade level. The grade level teams linked all of their unit plans to our school-wide Dashboard so that all of their work is visible to their colleagues and administration. Each unit plan consisted of the following:

* Team's learning priorities for consistency across team throughout unit
* Identification of essential and supporting standards
* Progression of learning targets, including how they were taught and assessed
* Instructional details, scope, sequence in calendar format to build from in the future
* Scaffolds and strategies used throughout the lesson
* Results of assessments and response following assessments so teams know effectiveness of instruction
* Teacher teams determine the criteria for Learning Target Ratings of Strong, Moderate, and Weak.
* Engagement: Does the student ask questions? Does the student answer questions? Does the student follow
directions?

We saw an increase in student engagement. Additionally, Kindergarten and first grade teachers were able to better support the wide rage of reading abilities with the decodable readers that were purchased. On the spring Map Reading Fluency assessment, in Kindergarten, we had 46% of students demonstrating met or exceeded in all skill areas, which was a significant increase from the year prior.

We hosted our first annual Family math night during the 2022-23 school year. We utilized Print Shop to provide materials and resources to parents and families to help engage students in math games at home. Approximately 100 families attended this event.

We had a significant increase in the number of students meeting their best growth targets in reading on the spring NWEA assessment. 45.66% of students in grades 3rd-6th met their best growth targets in reading.

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

After school tutoring was not implemented due to not having staff volunteer for after school tutoring.

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.

We will continue with the planned activities and strategies for the 2023-24 school year.

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
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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	$150,451
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,451.00

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 (Title I)	$0.00
Certificated Extra Time 1190 (Title I)	$12,000.00
Certificated Subs 1125 (Title I)	$0.00
Comp. Hardware $500-$5,000 4485 (Title I)	$2,000.00
Comp. Hardware under $500 4385 (Title I)	$8,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$5,000.00
Duplicating/Print shop 5715 (Title I)	$9,350.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$17,624.00
Other classified 2990 (Title I)	$1,580.00
Outside Contracted Services 5800 (Title I)	$0.00
Supplies 4300 (Parent Ed)	$1,559.00

Travel & Conference 5200 (Title I)	$5,000.00
TSA 1100 (Title I)	$78,338.00

Subtotal of state or local funds included for this school: $150,451.00

Total of federal, state, and/or local funds for this school: $150,451.00

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
Jamie Huerta	Principal
Karla Alcaraz	Classroom Teacher
Cristina Bueno	Classroom Teacher
Cecilia Jimenez	Classroom Teacher
Michelle Torres	Classroom Teacher
MaryAnn Kent	Parent or Community Member
Norma Reyes	Parent or Community Member
Virginia Pena	Parent or Community Member
Adela Herrera	Parent or Community Member
Louie Gutierrez	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6-1-23.

Attested:

	Principal, Jamie Huerta on 6/12/23
	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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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		Planned: * Purchase books, reference materials, and Scholastic News to increase student's decoding, fluency, reading comprehension, and/or exposure to non-fiction text. * 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, online subscriptions to software programs, headphones, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities.

Books & Reference Material 4200 (Title I) Total Expenditures:	$10,000.00
Books & Reference Material 4200 (Title I) Allocation Balance:	$0.00

Funding Source: Cert. Pupil Support 1200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$0.00		Strategy/Activity: Planned: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights. * Utilize Printshop. * Purchase materials to support parent involvement.

Cert. Pupil Support 1200 (Title I) Total Expenditures:	$0.00
Cert. Pupil Support 1200 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$12,000.00		Strategy/Activity: Planned: * Provide teacher release time, extra time, and travel and conferences. * Observe CCCS lessons. * Revise pacing guides, collaborative 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. * 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 best instructional practices, classroom management, and English Language Development.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$12,000.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Sierra Vista Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: Planned: * Provide teacher release time, extra time, and travel and conferences. * Observe CCCS lessons. * Revise pacing guides, collaborative 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. * 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 best instructional practices, classroom management, and English Language Development.

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

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Planned: *Purchase technology software (AR, STAR reading & See Saw licenses) to support technology goal. *Purchase materials that include, but are not limited to, duplication, online resources, books, audiovisual equipment, or other items that support technology. *Provide repairs as needed to keep equipment in working order.

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures:	$2,000.00
Comp. Hardware $500-$5,000 4485 (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
		$8,000.00		Planned: *Purchase technology software (AR, STAR reading & See Saw licenses) to support technology goal. *Purchase materials that include, but are not limited to, duplication, online resources, books, audiovisual equipment, or other items that support technology. *Provide repairs as needed to keep equipment in working order.

Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$8,000.00
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
		$5,000.00		Planned: *Purchase technology software (AR, STAR reading & See Saw licenses) to support technology goal. *Purchase materials that include, but are not limited to, duplication, online resources, books, audiovisual equipment, or other items that support technology. *Provide repairs as needed to keep equipment in working order.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$5,000.00
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
		$9,350.00		Planned: * Purchase books, reference materials, and Scholastic News to increase student's decoding, fluency, reading comprehension, and/or exposure to non-fiction text. * 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, online subscriptions to software programs, headphones, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities.

Duplicating/Print shop 5715 (Title I) Total Expenditures:	$9,350.00
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00

Funding Source: Instructional Supplies 4310 (Carryover) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$0.00		Planned: * Purchase books, reference materials, and Scholastic News to increase student's decoding, fluency, reading comprehension, and/or exposure to non-fiction text. * 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, online subscriptions to software programs, headphones, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities.

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
		$0.00		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.

		$17,624.00		Planned: * Purchase books, reference materials, and Scholastic News to increase student's decoding, fluency, reading comprehension, and/or exposure to non-fiction text. * 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, online subscriptions to software programs, headphones, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities.

Instructional Supplies 4310 (Title I) Total Expenditures:	$17,624.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: * 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. * Translating and Child care.

		$1,580.00		Strategy/Activity: Planned: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights. * Utilize Printshop. * Purchase materials to support parent involvement.

Other classified 2990 (Title I) Total Expenditures:	$1,580.00
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		Strategy/Activity: Planned: PBIS Team will: Continue with the implementation of PBIS. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 and Tier 3 intervention 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 outside resources to enhance the education of our students. For example, learning experiences for students to support language development, improve student attendance, and motivate students who may struggle in academic areas.

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
		$1,559.00		Strategy/Activity: Planned: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights. * Utilize Printshop. * Purchase materials to support parent involvement.

Supplies 4300 (Parent Ed) Total Expenditures:	$1,559.00
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
		$5,000.00		Strategy/Activity: Planned: * Provide teacher release time, extra time, and travel and conferences. * Observe CCCS lessons. * Revise pacing guides, collaborative 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. * 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 best instructional practices, classroom management, and English Language Development.

Travel & Conference 5200 (Title I) Total Expenditures:	$5,000.00
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
		$78,338.00		Planned: * Response to Intervention TSA. * Review and analyze data from various sources: CAASPP scores, 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 needs and create appropriate instructional groups for our Reading Lab. * Provide intervention, monitor, and assess student progress. * 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. * Organize and schedule SST/COST meetings with parents & staff.

TSA 1100 (Title I) Total Expenditures:	$78,338.00
TSA 1100 (Title I) Allocation Balance:	$0.00
Sierra Vista Elementary School Total Expenditures:	$150,451.00