

The Single Plan for Student Achievement

School: Sierra Vista Elementary School
CDS Code: 30665636028997
District: La Habra City Elementary School District
Principal: Anna Dorado
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Sierra Vista Elementary School's Vision and Mission Statements

As a No Excuses University School, Sierra Vista teachers, staff and community will provide a secure and stimulating environment focused on academic and personal success. Every student will acquire the knowledge, skills, and creativity necessary to prepare them to successfully compete in our ever changing society. We will educate each child so they will be college and/or career ready and have skills necessary to enter the work force.

For the 2017-18 school year, our school wide focus is on literacy. Our vision is high expectations and success for ALL students. We will accomplish this by collaborating, innovating, and committing as a staff for the achievement of our students.

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).

The following summaries are based upon staff surveys such as the Organizational and Planning Survey, minutes and findings from School Leadership Team (SLT) and Professional Learning Communities (PLC) collaboration:

English-Language Arts:

The SLT agrees that Sierra Vista students demonstrate growth in Language Arts, particularly in their individual goals, however it remains to be the area most in need of our focus when looking at making grade level proficiency. The following practices are in place to support that goal:

- Common Core Aligned Language Arts Curriculum (Wonders) for both ELA and ELD
- Posting and unpacking content learning objectives for students using academic language supported by sentence frames to apply the academic language
- Close reading comprehension strategies
 - Text Dependent Questions
 - Question, Answer, Response (QAR) for reading comprehension- specifically in referring directly to texts
 - Thinking Maps
 - Depth of Knowledge Questioning Techniques- Specifically with Icons of Depth and Complexity and increasing rigor to DOK Levels 3 and 4
 - Literature Circles
 - Integration of non-fiction text
 - Summary Writing as a formative assessment
 - Consistent grade level collaboration using the district pacing guide for curriculum alignment and planning of units that integrate science and social studies
 - Analysis of student data using formative and summative assessment
 - Identification of intervention skill areas and cycles for intervention monitoring
 - Differentiated instruction
 - GLAD units that are embedded within ELA/Language Development and other content areas
 - Use of 21st Century Common Core Aligned Step Up To Writing as the organizational framework for all writing genres
 - Use of on site academic coaches to support professional development cycle of training, observation, and coaching
 - Project based learning integrated into content areas to apply literacy skills as well as hands on learning and problem solving
 - Technology support for literacy application

Teachers have identified specific areas of strength in the following areas:

- Having high expectations for all students
- Teacher collaboration about students' needs and progress
- Reinforcing positive behavior expectations daily through the use of positive behavior strategies
- Being professionals who value the opportunity to learn and grow

Teachers have identified specific areas of need in the following areas:

- Professional development based on their needs as determined through data and teacher feedback through the PLC model- Wonders Curriculum, Ongoing integration of Thinking Maps, Literature Circle, GLAD units, Common Core Language standards and Icons of Depth and Complexity
- Continued support from the district academic coaches to improve instructional strategies
- Support from parents in helping students to be positive learners and high achievers

Mathematics:

In math we are focusing on the strategy of building numbers sense and fluency through the mathematical practices in the Common Core. We are working to promote daily concept development and exploration. Other specific practices include:

- Use of content objectives posted and unpacked supporting the academic language of math including but not limited to the Learning Principles in Mathematics
- Use of formative assessment to review and analyze student learning
- Use of onsite academic coach support in the professional development cycle of training, observation, coaching and unit planning
- Continued training in Cognitively Guided Instruction (CGI) and Early Childhood Mathematics (ECM)

Exploration in math pilot materials that are aligned to the Common Core

- Concept development through technology based curriculum known as ST Math
- Chunking the curriculum and spiraling the practice and re-teaching of skills

English Learners:

Staff agrees that our teaching strategies for ELD must be incorporated effectively throughout the instructional day. Clear identification of EL students and their language levels for reading, writing, listening and speaking are a way for teachers to target the needed skills to move them to the next CELDT level. Teachers recognize the need to differentiate for EL students in the manner of how they question them and how they respond. The following practices used are as follows:

- Daily integrated as well as designated explicit instruction in English Language Development using new ELD standards based units that integrate the content areas
- Best practices of building collaborative conversations in the areas of listening and speaking: 10/2, heads together, pair share, complete sentence response, language objectives, language frames, differentiated questioning, and accountable talk
- 21st century GLAD strategies that promote vocabulary development and comprehension, specifically guided oral practice

Targeted instruction for EL students with connections to newly adopted ELA program (Wonders)

The following summaries are based upon input for our Parent Information Survey and parent advisory groups including SSC/SAC, PTA, and ELAC:

Student Learning:

Parents continue to be positive about the academic rigor and quality of instruction at Sierra Vista in their survey responses. There were three specific questions in regards to student learning and environment, all of which were rate by parents at 78% or higher . This input reflects a broad range of parents representing EL, Special Education, and Low Socio-economic, GATE, Title I and general education students. In addition to the core academic subjects, parents also expressed strong support for the fine arts programs and the opportunities for their students to have enrichment activities.

Home-School Communication:

Parents were pleased with the level of communication with survey scores of 98% agreeing or strongly agreeing to many forms of regular communication from school. School Newsletter, weekly home/school communication folders, Teleparent, written notices and flyers and emails produce a high rating. Continuing to provide communication in both English and Spanish is very important to parents. Parents continue to show appreciation of a bilingual community liaison to address the communication needs of our Spanish speaking parents.

Parent Training and Involvement Opportunities:

Parents at Sierra Vista have completed a survey on a variety of topics such as home/school communication, the academic progress of their students and how they would like support at home. The results from last year reflected that 86-97% of families agreed or

strongly agreed that they felt they and their students were supported at Sierra Vista on these variety of topics. They enjoyed regular opportunities for involvement and training in school through SSC, Coffee with the Principal or Advisory and Information Council, PTA, ELAC, DELAC, District A&I and other learning opportunities with our school community liaison. In a survey of parents it was indicated that additional opportunities for parent training was desired. The focus of interest was ways in which parents can assist their children in becoming more successful in school. Improving overall student achievement levels in math and reading, learning good study skills and technology use along with providing information on how to manage their child’s behavior are some of the areas of need expressed in the survey. For the 2017-18 school year, these areas plan to be addressed through multiple ways. First, our community liaison, will work closely with parents to address a variety of these topics and concerns that parents have, focusing on literacy, math, and computer literacy. Next, we will collaborate with Parent Institute of Quality Education (PIQE) to offer weekly parent classes in both mornings and evenings. In addition, each grade level will provide parents an education opportunity to use the instructional techniques and strategies that are being used in the classroom. This may be done through events such as BTSN, parent conferences, parent nights and/or technology options such as teacher website, google classroom, or teleparents. This “peek” within the classroom will assist parents with understanding the coming changes with Common Core Standards as well as how to assist their child with homework at home.

Classroom Observations

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

There are several different type of classroom observations conducted throughout the school year. This year district visitations will be guided visits consisting of administration, school board, instructional coaches, teachers, and district personnel. These visits provide feedback to the visited school. These particular visits are done at least twice a year. Formal and informal observations by the site administrator are done on a daily/weekly basis in order to provide teachers' instructional feedback to the district/school priorities. Informal observations may include time to offer instructional support and/or modeling of instructional practices as well as to collect data on the implementation of the district initiatives and best practices which are focused priorities. The School Leadership Team may also conduct observations in order to collect data and provide feedback to colleagues on instructional practices through walkthroughs. In addition to this, following through on the professional learning cycle through the leadership institutes, peer observations are done school wide in order to gain feedback from their peers in an non-evaluative sense. And finally, formal observations will be conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

Pupil Engagement

Attendance Rates

	2014-2015	2015-2016	2016-2017
	Present	Present	Present
Annual Average	97.0	96.50	96.53

School Climate

	2014-2015	2015-2016	2016-2017
Suspensions	0.71	1.5	1.7
Expulsions	0	0	0

Analysis of Current Instructional Program

In addition to SBAC measure of assessment, our grade level teams are also analyzing MAP data and our own district multiple measures. The results of these are indicated below and even though they do not show proficiency across all areas, they do demonstrate growth.

English Language Learners- Achievement by students as English Learners show the need for focused English Language Development. Sierra Vista has a designated forty minute block of language instruction for ALL students. Grade levels will group students by their levels in order to target their instruction in that identified area, with the exception of beginning level English Learners who will be mixed into one class, regardless of grade level. All English Language Development classes will focus on the standards of the new Common Core State Standards and use this as the bridge to meet the English Language Arts Standards. The staff continues to receive training and development on the ELD standards defined by the state and learning new strategies such as the use of EL language review and specific questioning techniques to support the language development. All strategies used will be research based strategies to provide support in achieving proficiency on the content standards. The AMAO results can be seen in the charts below.

For ELA, staff reflection and analysis of student performance on state assessments and district multiple measures finds that programs that may strengthen our reading comprehension may include close reading strategies, Thinking Maps, Depth of Knowledge and being familiar with the depth of questions and moving to a more rigorous level of expectations, Depth and Complexity Icons, Literature Circles, G.L.A.D. strategies and leveled guided reading for students who are not reading at grade level are beneficial. The staff has worked cohesively to refine the instructional practices during the ExCEL model to target reading comprehension performance. This intense exposure to grade level standards in differentiated daily directed instruction is considered a strong solution for the lagging scores in this area. Staff continues to review reading comprehension strategies as well as integrate new ones such as thinking maps, as well as to continue the focus of improving writing strategies and organization for our students. We also identified a significant population on the cusp of moving over to the proficient level. These students have been identified and targeted for additional help for after school assistance in our A.S.E.S. program, for small group instruction with teachers skilled at differentiating for student needs and with teachers skilled at challenging students to succeed. Additional intervention curriculum, such as LLI or Imagine Learning, will continue to be used as a supplemental curriculum in our lowest ExCEL reading classes. Creating a positive learning environment is essential to moving student achievement levels. Our Positive Behavior Intervention Support System (PBIS) provide the structure for this effort. Our school psychologist, RSP teacher, classroom teachers, assistants and administrators provide the access for these programs for our students. Infusing technology into our instructional program and project based learning opportunities for students will also support the increase of student achievement levels.

For Math, we will continue the implementation of Cognitively Guided instruction (CGI) and Early Childhood Mathematics (ECM) daily in every classroom to promote critical thinking and problem solving skills in all students in order to support of mathematical concept development. Teachers have committed this year to math unit development and integration of story problems to build math understanding. Small group intervention that provides for spiraling instruction through re-teaching or targeted skills and concepts will be also be provided. In addition, teaching curricular standards in chunks and reviewing the material frequently will be addressed in the collaborative conversations of our Professional Learning Communities.

Our focus area for 2017-18 school year will be to continue our focus on reading comprehension by working alongside our Innovate Ed partners with in depth lesson study. Our teachers will study utilizing strategies that focus on quality assignments or tasks students are assigned and utilizing thinking maps as the tool to do this. The previous strategies we have used in close reading, text dependent questions and the use of listening and speaking strategies as a foundation to understanding reading. This year our goal will be to move students to a deeper understanding of what they have learned by having them organize their understanding into frames such as Thinking Maps and then to utilize this information for further purposes such as writing, defending their viewpoints, making a presentation, etc. Students will then use some of these organizers to connect to their writing skills. In Math we will continue to focus on the implementation of Common Core Standards through continued staff development on CGI and ECM- continuing to build conceptual knowledge but more specifically to provide students with multiple opportunities to justify their reasoning.

Finally, in English Language Development, our focus will be on the English Language Development Standards and how they align with the ELA Common Core Standards. There will be an intentional connection made for students so they can connect this new learning in their language skills to specific content, making the learning of language more relevant. This will primarily be achieved through our new Wonders adoption and through standard aligned GLAD units.

Means to evaluating our progress will be conducted through:

- Formative and summative assessments will be administered on a regular basis to monitor progress on standards, in both language arts and math. Teachers and Principal will analyze assessment data and plan next steps for appropriate interventions. Grade levels will collaborate and use data to plan targeted intervention cycles to promote proficiency.

- Principal will conduct data conferences with each teacher throughout the year and attend the PLC weekly meetings. PLC will provide feedback sheets from each weekly meeting for principal to review and monitor progress of teacher collaboration on student learning.
- Teacher observation and anecdotal records from small group instruction will be used to guide targeted interventions and support for students not meeting proficiency.
- Principal will regularly collect lesson plans to monitor the Implementation of the curriculum as well as conduct daily walk throughs to ensure consistent follow through of lesson planning, training, expectations. and grade level collaboration.
- The Principal will collaborate with content coaches to provide continuous staff development and get feedback on our action plans towards meeting our goal for implementation of CGI, and will provide support and guidance to teachers to ensure they are continuously refining and improving their instructional practices and maximizing student learning.

Staff have also identified these best practices that supports Collaboration through the Professional Learning Community Model (PLC) and therefore impacts instruction:

- Horizontal- Grade level teams will meet in professional learning communities (PLC) to design lessons incorporating the best practices in common core reading comprehension, specifically thinking maps, close reading, writing, and math. Best practices will also include Gradual Release of Responsibility Model around the content/language objectives based on the district pacing guide of standards. Teachers will administer grade level formative and summative assessments and follow our district pacing guide. Teachers will collaborate on data from assessments to determine interventions and next step processes for students . Grade levels will put emphasis on analyzing the data of English Learners and make decisions based on that data on the next step interventions and re-teaching opportunities for them. Grade level collaboration is to promote and plan consistent instruction school wide.
- Vertical-Throughout the school year, School wide PLC's will be devoted to vertical collaboration where teachers will be in cross grade level teams that focus on the best practice implementation, professional reading, and student learning data. Cross grade level teams will analyze data to determine school- wide areas of need and collaborate to plan consistent instruction across grade levels.
- School Leadership Team will facilitate grade level conversations and collaboration on best practices, instructional strategies and looking at student work for the purpose of data gathering and next step implementations for student learning.
- Teachers will collaborate on the use of technology to enhance instruction to support of improved student learning.
- Instructional Leadership Team members will attend Targeted Leadership Institutes four times this year to collaborate across the district in grade levels to enhance academic rigor and best practices. Walk throughs will provide opportunity for data gathering on best practices, collaboration and cohesiveness across the school.
- Academic Coaches will provide the professional learning cycle in Math, Writing, English Language Development strategies of language objectives and frames and higher level questioning strategies, and Project Based Learning (PBL). The cycle involves initial training, demonstration lessons for each classroom, coach observation time and both individual and grade level feedback meetings.
- Training on the California English Language Development Standards, implementation of Language Objectives and Language Frames.
- On-site support will be provided by EL Lead Teacher and Innovation Lead Teacher.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	165	189	170	162	182	169	161	182	169	98.2	96.3	99.4
Grade 4	187	169	186	185	165	181	185	165	181	98.9	97.6	97.3
Grade 5	185	178	159	183	177	157	183	177	157	98.9	99.4	98.7
All Grades	537	536	515	530	524	507	529	524	507	98.7	97.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384.3	2400.4	2410.2	7	14	16.57	20	20	23.08	31	34	24.85	42	33	35.50
Grade 4	2442.1	2436.3	2437.1	17	13	13.26	19	22	19.34	23	25	29.83	40	39	37.57
Grade 5	2462.9	2497.1	2469.6	12	19	10.83	22	28	27.39	22	26	23.57	44	28	38.22
All Grades	N/A	N/A	N/A	12	15	13.61	20	23	23.08	25	28	26.23	42	33	37.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	13	14.79	39	42	43.20	48	46	42.01
Grade 4	15	14	9.39	43	44	52.49	43	42	38.12
Grade 5	11	14	15.29	37	49	44.59	51	37	40.13
All Grades	13	14	13.02	40	45	46.94	47	42	40.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	20.12	44	54	44.97	46	29	34.91
Grade 4	14	11	15.47	50	49	48.62	37	40	35.91
Grade 5	15	25	19.11	43	49	47.77	42	25	33.12
All Grades	13	18	18.15	46	51	47.14	41	31	34.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	9	10.65	64	67	62.72	29	24	26.63
Grade 4	11	9	6.08	65	67	64.09	24	24	29.83
Grade 5	6	16	10.19	57	65	62.42	37	19	27.39
All Grades	8	11	8.88	62	66	63.12	30	22	28.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	17	30.18	57	51	50.89	34	32	18.93
Grade 4	26	16	19.89	53	55	55.25	21	30	24.86
Grade 5	21	34	19.11	55	52	47.77	24	14	33.12
All Grades	19	23	23.08	55	52	51.48	26	25	25.44

Conclusions based on this data:

1. In analyzing our CAASP data in the area of English/Language Arts we recognize that we have a need for further development in the new Common Core Standards. We now have three years of data that will serve as a trend for our teams to analyze and make specific instructional targets. In our initial observations, we are able to recognize that our 3rd grade students were the relative stronger groups in being able to move more students into the standard met or above and having less students in the nearly met to not met standards over the past three years.
2. Upon further analysis and dis-aggregation of scores, all grades saw the greatest percentages in areas related to listening and research/inquiry ranging from 55 to 66%. However, across all grade levels performing the lowest and with the least amount of growth are in the reading.

3. Our school plan will include areas for both teachers and students to implement the Common Core State Standards through our new ELA curriculum and to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational reading skills for our students so that they can read and comprehend grade level appropriate texts. Our plan also includes data analysis that includes the students themselves, so they too, can begin to understand and monitor their own progress.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	165	189	170	164	185	168	163	185	168	99.4	97.9	98.8
Grade 4	187	168	186	184	165	182	184	165	182	98.4	98.2	97.8
Grade 5	185	178	159	182	177	157	182	177	157	98.4	99.4	98.7
All Grades	537	535	515	530	527	507	529	527	507	98.7	98.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2390.9	2419.6	2430.8	7	9	18.45	16	36	28.57	35	30	26.79	41	26	26.19
Grade 4	2447.8	2458.6	2461.7	10	8	8.79	20	28	29.12	40	40	40.66	30	24	21.43
Grade 5	2467.3	2490.0	2475.9	9	16	11.46	16	19	17.20	28	32	29.30	47	34	42.04
All Grades	N/A	N/A	N/A	9	11	12.82	17	28	25.25	34	34	32.54	40	28	29.39

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	20	33.33	33	46	35.71	56	34	30.95
Grade 4	19	20	22.53	34	44	39.01	47	36	38.46
Grade 5	15	23	16.56	29	31	32.48	56	46	50.96
All Grades	15	21	24.26	32	40	35.90	53	39	39.84

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	16	23.21	42	57	48.81	45	27	27.98
Grade 4	10	10	12.64	43	60	54.40	46	30	32.97
Grade 5	7	12	10.83	40	42	45.22	53	46	43.95
All Grades	10	13	15.58	42	53	49.70	48	34	34.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	21	26.79	58	59	50.00	37	19	23.21
Grade 4	17	13	20.33	38	52	52.75	45	35	26.92
Grade 5	5	15	12.74	48	49	43.31	46	37	43.95
All Grades	9	16	20.12	48	54	48.92	43	30	30.97

Conclusions based on this data:

1. This year provides us with three data points for us to analyze trends in our progression of Common Core State Standards in Math. Our observations note that overall our 3rd grade students grew the most in overall achievement, with more students moving up a band towards mastery of standards.
2. Upon further analysis and dis-aggregation of school data, our students relative strength was in the strand of communicating reasoning with about 68% of ALL students were above, at, or near the standard.
3. Our school plan will include areas for both teachers and students to grow in their understanding and implementation of the Common Core State Standards in the area of Mathematics, to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately. Students will also be involved in tracking and monitoring their own progress of conceptual math understanding through ST math.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2016 Mean RIT	Fall 2017 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	168.2	180.4	40
Third to Fourth Grade Cohort Group	180.8	192.8	51
Fourth to Fifth Grade Cohort Group	189.7	197.6	42

Fall 2017

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Third				
Sierra Vista Elementary School	180.6	180.6	179.8	181.3
District	178.5	179.2	177.9	178.3
Fourth				
Sierra Vista Elementary School	192.3	192.3	192.5	192.2
District	190.3	190.3	190.0	190.4
Fifth				
Sierra Vista Elementary School	197.5	197.7	196.8	197.8
District	197.7	198.2	197.5	197.2

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

- Areas of Strength:** One area of strength was our current 4th graders had the greatest amount of students who met their projected growth targets. This group had over 50% of their students meet their targets from the end of 3rd grade to the beginning of 4th grade.
 Another area of strength is our current 3rd and 4th graders who have a RIT mean average overall and in all areas that is above the district mean.
- Areas of Need:** An area of need is our current 5th graders who are performing slightly below the district average across the RIT mean in all areas when compared to other 5th graders in La Habra.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2016 Mean RIT	Fall 2017 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	170.2	180.6	32
Third to Fourth Grade Cohort Group	183.6	195.9	54
Fourth to Fifth Grade Cohort Group	193.8	202.9	42

Fall 2017

MATH	RIT Mean	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Third					
Sierra Vista Elementary School	180.6	181.2	177.8	182.0	181.7
District	180.8	181.7	178.9	181.2	181.4
Fourth					
Sierra Vista Elementary School	195.9	196.9	196.3	196.4	194
District	194.4	196.2	194.4	194.5	192.7
Fifth					
Sierra Vista Elementary School	202.9	202.5	204.9	202.2	201.7
District	203.2	202.5	204.7	203.1	202.6

+/- 3 Standard Error Relative Strength Relative Weakness

*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: One area of strength is with our current group of 4th graders. These students scored above the district average in all areas with the exception of numbers and operations. This group had another strength as well, being the group that had the most number of students meeting their growth projection targets.
2. Areas of Need: Our 3rd and 5th graders perform below the district average in all areas within math.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
3	4	3	8	22	21	22	46	56	48	20	15	20	7	5	2
4	15	19	15	36	36	36	42	36	33	5	8	10	2	2	7
5	12	22	22	35	55	39	50	22	26	2		11	1	2	2
Total	11	14	15	31	36	32	46	39	36	8	8	13	3	3	4

Conclusions based on this data:

1. Areas of Strength: During the 2016-17 school year 33 of our English learners were reclassified.
2. Areas of Need: Achievement by students as English Learners show the need for focused English Language Development. Sierra Vista designates a forty minute block of language instruction for ALL students. Grade levels will group students by their levels in order to target their instruction in that identified area. All English Language Development classes will focus on the new Common Core State Standards and use this as the bridge to meet English Language Arts Standards. The staff continues to receive time to plan for deeper implementation on the new ELD standards defined by the state and learning new strategies such as the use of language frames and specific questioning techniques to support the language development. All strategies used will be research based strategies, such as GLAD units, to provide support in achieving proficiency on the content standards.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

One goal within our SPSA, Goal #4 was met in increasing our parent involvement by 10% as measured by attendance at Back To School Night, Parent Conferences and Open House. During the 2016-17 school year, we did observe a 10% increase in each of these parent events from the previous year. One strategy that was particularly effective in attaining this goal was to advertise repeatedly, offer additional services such as dinner options, book fairs, etc. to entice students and parents to attend these informative evenings.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

One goal that was written in our SPSA, related to our MAP data. A goal was written correlated to MAP data in English Language Arts as well as Math. The goal was written for 80% of our students to meet their projected growth targets with the remaining 20% of students demonstrating growth. In neither area, did 80% of our students meet their projected growth targets.

We have now completed our third year administering the MAP data, our staff is now beginning to utilize the resources within MAP to the direct instructional implications. Teachers are using other components of MAP testing to assist in targeting the needs of their students. The teachers have also found that the results are very similar to other assessments used in the class in determining placement and leveling of students. Teachers are finding ways to increase the efforts of students so they can participate in meeting their projected growth target RIT scores.

One barrier identified by our staff was that the MAP was only administered twice last year, fall and winter. We would like to have gathered more data from our students in using the MAP and could have possibly administered again in the spring, but due to CAASP testing, did not further assess in these areas.

Based on this information, what might be some recommendations for future steps?

Our future plans with the MAP data, is to continue to use this information to create goals that are based upon each individual student. Students will create individual data folders and be given an opportunity to write goals in the areas of Reading and Math. They will be able to track and monitor their own growth as well, which will in turn allow our students to own their learning. This information will now be shared with parents so they too can support their students in their learning.

Teachers will continue to receive training on the value of this data and learn more about the features of the MAP system so they can plan for the instructional needs of each student. This will in turn impact their ability to make their projected growth targets.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

Our English Language Advisory Council in delegation and association to the School Site Council, assisted in the development of this plan by providing input at scheduled School Site Council meetings. Parents asked questions which lead to discussions that helped the council make various recommendations to the plan. Staff were also involved in the process through the election of teachers to School Site Council and their feedback in the approval of the plan. Other staff were also included through the Instructional Leadership Team as they provided feedback to the plan as well before final approval.

How was the plan monitored during the school year?

The plan was continually monitored throughout the school year at each trimester and in the analysis of data. This served as a vital role in determining our needs, goals, and next steps. The plan was also monitored through regular agenda items at School Site Council meetings and the approval of the plan, budget, and other components at each meeting. Finally, the plan is monitored

through teacher accountability as well as administrator accountability plans that are created, revisited and reflected upon throughout the year to ensure that each of our individual goals support the collective goals of the school.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

At this time, we are offering multiple opportunities for input and feedback of the School Site Plan. To increase the adequate monitoring of the planned activities and outcomes, grade level teams meet on a regular basis with more opportunities for data analysis and instructional implications.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> Ongoing Formative Assessments Student Work Samples RTI Data Wonders Assessment Data MAP Data STAR Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Core Instructional Program -Tier I <ul style="list-style-type: none"> Through grade level collaboration, all teachers at Sierra Vista will use the Common Core Standards as aligned to content 	2017-18	Principal Academic Coach	Materials/supplies	4000-4999: Books And Supplies	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>standards, newly district adopted language arts materials and pacing guides, adopted curriculum and supplemental resources as a base for their planning. Grade level collaboration will include daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.</p> <ul style="list-style-type: none"> Through grade level collaboration, all teachers will continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will use GLAD model best practices of cognitive Content Dictionary, Input charts, story maps, and sentence patterning to promote vocabulary and comprehension. DOK Levels of questioning and rigor will be used to increase and promote comprehension. All teachers will use Step Up to Writing and 6 Traits and will model what the expected rigor of writing is to be at their grade level. Grade level collaboration and staff development will have all teachers implementing the Gradual Release of Responsibility Model in their daily instruction. Content and language objectives will be emphasized and used as a learning tool for students to ensure student understanding for the purpose of the learning. All teachers will embed the "I Do", "We Do" and "They Do It Together" 		<p>Teachers</p> <p>SLT leads</p> <p>Volunteers (Buck a book)</p> <p>Various school based committees (Technology committee, No Excuses University Committee, etc.)</p>	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1,000
			Library Technician	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	14,260
			Grade level release time: Subs for GLAD, 6+1 traits/writing Targeted Leadership ,Institutes Participation in Professional Development Cycle, Summer Planning	1000-1999: Certificated Personnel Salaries	Title I	10,000
			Software Support Agreements- Accelerated Reader, STAR, etc.	5000-5999: Services And Other Operating Expenditures	Title I	18,082
			Benefits for Certificated	3000-3999: Employee Benefits	Title I	3,390
			Benefits for Classified	3000-3999: Employee Benefits	Title I	1,162
			Benefits for Classified and certificated	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	6,133
			Technology- ipad (case, adaptor, etc.)	4000-4999: Books And Supplies	Title I	9,999

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>collaborative group phase to strengthen the instructional delivery towards student independence.</p> <ul style="list-style-type: none"> Content and Language objectives will be used as a learning tool for students to support understanding of the purpose of their learning through various language experiences. Language objectives and sentence frames will be implemented to ensure that English Learners are provided a variety of opportunities to maximize their language development . Site specific Instructional coach will support the planning of these items with grade level collaboration days. Teachers will provide explicit instruction in the three text types, narrative, informative, and opinion in alignment with the Common Core. Students will use non-fiction texts aligned with Common Core and integrate reading and writing with close reading strategies. Librarian and instructional coaches will organize non fiction texts for student check out as well. <p>Accelerated Reader program will be utilized to increase skills in motivation in reading and reading comprehension. Classroom teachers will track progress, school librarian will code and identify, and finally students will earn prizes based upon individual progress and goals.</p> <ul style="list-style-type: none"> Buck A Book program provides low cost books to students every other month to promote reading practice Students will be exposed to keyboarding skills to ready themselves for writing across the curriculum and common core assessments. Teacher Leaders will participate in a professional learning cycle, in association 			Teacher Salaries, Extra Assignment, Summer Planning	1000-1999: Certificated Personnel Salaries	Title I	3,000
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>with Innovate Ed, to create an instructional focus of best researched based strategies that are aligned to the Common Core in Reading/Language Arts- specifically looking at reading comprehension and how to demonstrate this understanding through close reading. Teachers will also more explicitly make the connection between reading and writing with these resources and how to analyze text. Release time will be provided for lesson planning and design, data analysis, and peer observations within these focus areas.</p> <ul style="list-style-type: none"> Teachers will have access to one teacher assigned ipad to enhance core instructional program. Professional Development opportunities for teachers will be provided to attend GLAD, CUE, and No Excuses conferences to learn best practices for closing the achievement gap. <p>Grade Level ipad carts will be provided to rotate among classrooms and support content instruction.</p>						
<p>1.2 Small Group Intervention - Tier II</p> <ul style="list-style-type: none"> Through our reading block teachers will continue to provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, 	2017-18	Principal Academic Coach Teachers Instructional Aides School Psychologist RSP teacher ASES Site Team	<p>A-Z website, Read Naturally NEU connect, SWIS and other subscriptions</p> <p>Retired Teacher Support</p> <p>Educational Assistants</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>3,000</p> <p>6,000</p> <p>10,334</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will be infused into the classes where students are not meeting proficiency will provide for small group instruction.</p> <ul style="list-style-type: none"> Supplementary materials, such as LLI, A to Z, and Imagine Learning will be used daily in order to provide identified students with appropriate leveled curriculum. Accelerated Reader program will be gauged and monitored by teachers ensuring students have reading goals that they are trying to meet through the program. Teachers will provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards. School site team provides targeted intervention strategies for identified students in the area of work completion, time on task, and organization to assist in their progress towards meeting proficiency levels. Students are identified through grade level Rtl meetings then referred for further supports and intervention with site team. Personnel will be available for parents that need translation. Identified students will work with the Resource Teacher in both a push in and pull out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up. English Learners will be provided with small group instruction by homeroom teachers for additional learning time of skills. Students will use technology to support their learning in small group settings when 			Educational Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	25,244
			Extra time/ Classified	2000-2999: Classified Personnel Salaries	Title I	3,000
					LCFF - Supplemental and Concentration	500
			Substitute Aides	2000-2999: Classified Personnel Salaries	Title I	500
			Substitute Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>appropriate.</p> <ul style="list-style-type: none"> • ASES Afterschool program will provide at risk students with a structured environment in which to complete homework and reinforce reading and math skills • Summer Academy, if available, will be offered to at risk students. 						
<p>1.3 Intensive Individual Interventions - Tier III (in addition to the Tier I strategies)</p> <ul style="list-style-type: none"> • Teachers will provide one on one time with intensive students throughout the school day in Reading, Writing, and Math. • RSP Teacher provides work in Imagine Learning program for identified students through RTI and specialized instruction for specific students. • Resource Teachers provide for specialized instruction for identified students • Technology will supply students with individual practice when appropriate. • Summer Academy • ASES 	2017-18	Principal Teachers Instructional Aides	Supplemental materials	4000-4999: Books And Supplies	Title I	1,000
			Technology resources	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	300
			Intervention Resources	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> Ongoing Formative Assessment; MAP Data Teacher Observation By May 2018, ST Math records will indicate that a minimum of 70% of the skills will have been mastered.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Core Instructional Program -Tier I <ul style="list-style-type: none"> All teachers will utilize Common Core Standards to design math instruction that utilizes the core curriculum and other standard aligned resources to implement a balanced instructional approach in teaching mathematical concepts. Students will be 	2017-18	Principal Academic Coach Teachers Instructional Math Coach	Other operating expenses- Data Operating System	5000-5999: Services And Other Operating Expenditures	Title I	2,948
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>involved in activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.</p> <ul style="list-style-type: none"> • Cognitive Guided Instruction (CGI) will be utilized in all grade levels to promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways. • Teachers will use the Gradual Release of Responsibility Model in their daily instruction. Content objectives or learning goals will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse. • ST Math will provide technology that supports the visual exploration of math concepts for all students. Students will engage in ST Math weekly. All teachers and Principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the 			Technology	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	6,000
			Materials and Supplies	4000-4999: Books And Supplies	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>levels in the program to follow the district pacing guide for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.</p> <ul style="list-style-type: none"> Content and Language Objectives will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas. Technology will be utilized within the classroom to support instruction at each grade level. <p>Teachers and students will analyze data throughout the year in order to create class and/or individual goals related to math instruction.</p>						
<p>1.2 Small Group Intervention - Tier II</p> <ul style="list-style-type: none"> Small group instruction or re-teaching with teacher. Teachers will meet in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address these needs (RTI Level I & 2). ASES (Afterschool Program). Summer Academy support. Technology to support instruction. 	2017-18	Principal Academic coach Teachers School Site Team ASES Site Team	Other Books	4000-4999: Books And Supplies	Title I	3,000
					LCFF - Supplemental and Concentration	500
<p>1.3 Intensive Individual Interventions-Tier III</p> <ul style="list-style-type: none"> Teachers will conference one on one with identified students to provide support in the "we do" component of the gradual release 	2017-18	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of responsibility model. <ul style="list-style-type: none"> Assistance by Resource Teacher will be provided for identified students in the area of math based on IEP goals. ASES (Afterschool Program). Summer Academy Technology to support instruction 						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • CELDT/ ELPAC test overall score administered annually • Ongoing form ative assessment within the classroom such as student work samples, teacher observation, and other classroom based assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Core instructional Program- Tier I <ul style="list-style-type: none"> • Through grade level collaboration, all teachers at Sierra Vista will use the English Language Development Standards, newly designated and integrated district adopted and supplemental curriculum as a base for their planning. Grade level collaboration will include daily student objectives or learning goals for learning, including specific 	2017-18	Principal Academic Coach Teachers Academic Coaches	Materials & Supplies for GLAD units	4000-4999: Books And Supplies	Title I	3,000
			Conference Fees		LCFF - Supplemental and Concentration	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>language objectives for that group of English Learners during ELD time.</p> <p>Teachers and grade levels will conduct regular analysis of student data, look at student work, and participate in standards based instructional planning about best practices and lesson design for EL's specifically centered around GLAD content units.</p> <p>Teachers will participate in professional development in the English Language Development Standards in order to plan lessons accordingly to our students specific language needs. This will include some instructional planning time as well as vertical articulation among teachers and ELD levels.</p> <ul style="list-style-type: none"> Students will participate in a grade level designated ELD block of instructional time for 40 minutes a day. Students will be assigned to these fluid groupings based upon their English Language Development level and their progress towards the next level. Teachers will use the Gradual Release of Responsibility Model in their daily instruction. Objectives will promote rigorous standards and language objectives that are aligned to support the academic language for student responses. Students will be expected to share and explain their thinking and understanding of the content given to them using our best practices for promoting accountable talk. Teachers will plan and organize science/social studies based learning units and GLAD units that will develop students cognitive abilities among the 4 C's as well as promote language and language 			Software agreements	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	1,000
			Instructional Aides, extra time- See Goal #1	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>experiences. Our academic coach will assist in this planning at each grade level within PLC time, planning time, or release days.</p> <ul style="list-style-type: none"> Technology and online subscriptions will be utilized within the classroom to support instruction- United Streaming, Discovery Education, KOCE, etc. Professional Development opportunities for teachers will be provided to attend GLAD, CUE, and No Excuses conferences to learn best practices for closing the achievement gap for EL's and other significant subgroups. 						
<p>1.2 Small Group Intervention - Tier II</p> <ul style="list-style-type: none"> Teachers will have several resources available such as Wonders and GLAD units/resources to plan and reteach lessons during small group instruction. Teachers will focus on the rigor of the lesson to ensure that EL students are attaining the skills and practice needed to meet grade level expected standards. Focus on small group instruction for differentiated support during reading and writing will support the learning needs of EL students. Teachers and aides will target identified students to provide additional support and monitoring to move them upward. <p>Imagine Learning program will be utilized for specific target students in meeting their individual needs as well as informing teachers of small group re-teaching concepts.</p> <ul style="list-style-type: none"> ASES (After school Program), Tutoring with Certificated Teachers. Summer Academy support. Response to Intervention (Rtl) and support for those students that have been identified needing additional supports. 	2017-18	Principal Academic Coach Teachers Site Team- Pyschologist and RSP teacher ASES Site Team	Alternative Supports- After School Tutoring	4000-4999: Books And Supplies	Alternative Supports	11,823
			Staffing for Alternative Supports	1000-1999: Certificated Personnel Salaries	Alternative Supports	7,000
			Benefits for personnel	3000-3999: Employee Benefits	Alternative Supports	1,436
			Release Time/PD for Alternative Supports	1000-1999: Certificated Personnel Salaries	Alternative Supports	250
			Support Staff for Alternative Supports	2000-2999: Classified Personnel Salaries	Alternative Supports	2,000
			Technology	4000-4999: Books And Supplies	Alternative Supports	9,999

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Intensive Individual Interventions Tier III <ul style="list-style-type: none"> • Small group instruction will be provided to EL students by teachers, instructional aides, or RSP teacher for those on IEPs on a weekly basis. • One on one writing conferences will be provided to students in this tier to support our Step Up to Writing model. One on one reading will be applied to targeted students to provide them with guided questioning to support reading comprehension. 	2017-18	Principal Teachers School Site Team				

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
Sierra Vista will increase by 10% from 2016-17 data, parent involvement through information and events such as Back To School Night, Parent Conferences, parent classes, monthly newsletters and Open House as measured by attendance data at these events as well as by parent surveys. Sierra Vista will reflect at least 85% positive responses on student engagement survey to poll pupil engagement through creating a positive school cultures that engages students in a variety of learning experiences. This will be measured through teacher observations and student participation in classroom activities.
How the School will Evaluate the Progress of this Goal:
Parent Participation rates, sign in sheets, surveys Students participation and effort in class as reported to parents through parent conferences and report cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Parents are provided information on Common Core content standards and grade level specific standards through events such as Back To School Night, parent conferences, A&I meetings or Coffee with the Principal, School Site Council Meetings, newsletters and through resources and links via school website. Parent/Student Handbooks as well as No 	2017-18	Principal Teachers Parents Community Liaison Bilingual Support Staff Office Staff	Community Liasion Extra Time	2000-2999: Classified Personnel Salaries	Title I	2,150
			Translating Services for parent conferences	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Excuses University student agendas are provided to improve student and parent awareness of school expectations and rules. These tools also provide a means of communication via home/school as well as improve the student and teacher focus on instruction and learning.</p> <ul style="list-style-type: none"> Parents are encouraged and invited to be involved in organizations such as PTA, SSC/ELAC, A & I in order to provide opportunities for parents to give input on school wide areas of pride and concern. Parents will be encouraged and invited to attend the Parent Center located on campus in order to attain information and assistance on a variety of topics that relate to the success of their child's well being and learning. Parents can receive a variety of curriculum support materials as well. This parent center will be organized and facilitated by our school community liaison. Parents will be sent monthly mailers-newsletters on various parent topics such as homework help, common core, etc. Parents are invited to attend parent workshops and trainings throughout the school year such as PIQE parent classes, NEU parent orientations, literacy workshops, and other sessions provided by teachers. our school liaison, or other outside agencies throughout the year. Parents are included as a key component to RTI to assure progress in all content areas. Parents are provided with regular formal and informal progress reports on their children, including strategies to assist with improving performance and progress towards the end of the year standards. Parents will be provided internet and public 			Materials & Supplies- Communication folders/agendas, newsletter subscriptions, etc.	4000-4999: Books And Supplies	Title I	4,768
			Extra Time Clerk Typist	2000-2999: Classified Personnel Salaries	Title I	250
			Parent Participation Incentives	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1,500
			Printing materials	5000-5999: Services And Other Operating Expenditures	Title I	1,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>library access to AR title lists at our school as well as other useful websites for student learning support at home. These can be found on our school website.</p> <ul style="list-style-type: none"> • Aeries Communication which is a telephone operating system that regularly communicates with parents, will be for home/school correspondence. • Weekly communication folders will be utilized to communicate with parents/families on a weekly basis. • Each teacher will create a website for their classroom to promote communication between teachers and parents on homework and classroom related activities. • Parent/Community Liaison will assist and facilitate with students needs based on attendance, discipline, academics, and other areas that pertain to the health and well being of our students and their families. • Parents and families will be provided with translation services throughout the school year. Bilingual publications will also be made available as well. • All teachers will provide parents with information for using ST math at home in order to provide additional home support in building conceptual math skills. 						

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By May 2018, Sierra Vista school will use PBIS strategies, such as PAWS rotations, cool tools and celebrations, as well as create a highly engaging, socially and emotionally safe, and college centered environment to increase and motivate students to attend school 98% of the school year.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> SWIS reports that are run monthly for team analysis- Minors/Majors analysis Student participation in celebrations/character academy Attendance Data <ul style="list-style-type: none"> Decrease in suspensions 5th grade student engagement survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Panther Pride Student Handbooks will be given to all students and their families to review rules and expectations. *No Excuses University Student Agendas are given to each student to assist in organization, goal setting, and college and career readiness skills. Assemblies will be provided at least three times throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures. Student PAW handbooks will be taught and reviewed at least twice throughout the 	2017-18	Principal Teachers School Site Team- School Psycholgoist, RSP teacher, special education assistant	Printing Services	5000-5999: Services And Other Operating Expenditures	Title I	1,500
			Materials and Supplies- See Goal #1	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	
			Release Time for PBIS Team	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	553

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school year to explicitly teach and review school wide behavior expectations</p> <ul style="list-style-type: none"> • Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors. • Monthly character trait assemblies are held to teach new character traits that reinforce our school wide rules. • Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports. • RTI process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement. • School site team will convene on a weekly basis to check in on school wide, grade level, and individual supports that are needed to support a positive school climate. • Students will be encouraged to participate in promoting a positive school culture in groups- such as Student Council. • Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch club and other focus groups. • Close monitoring will be done by principal, health technician, psychologist, nurse and attendance clerk for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed. • Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> A school safety committee will be organized to facilitate the procedures and reflection of our monthly emergency drills as well as provide feedback on how to improve overall school safety. PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report. <p>Classroom teachers will create a conducive and team centered learning environment through the No Excuses University Network by adopting a four year college and introducing students to concepts that keep them highly engaged and goal centered in their learning.</p> <p>Gary Center counseling available through Response to Intervention process in order to support students social/emotional well being.</p> <p>Teacher development in how to meet the social/emotional needs of our student in order to access their learning.</p>						

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	32,508.00
LCFF - Supplemental and Concentration	60,990.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	102,333.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,500.00
1000-1999: Certificated Personnel Salaries	26,803.00
2000-2999: Classified Personnel Salaries	58,738.00
3000-3999: Employee Benefits	12,121.00
4000-4999: Books And Supplies	53,389.00
5000-5999: Services And Other Operating Expenditures	41,780.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,904.00
Goal 2	15,948.00
Goal 3	38,508.00
Goal 4	10,418.00
Goal 5	2,053.00
District Support	488,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
1. Anna Dorado	X				
2. Mary Gray			X		
3. Emily Hernandez				X	
4. Darcy Webster				X	
5. Jaqueline Torres				X	
6. Jay Seidel				X	
7. Laura Hernandez				X	
8. Rebecca Monroe		X			
9. Stephanie Clark		X			
10. Annette Goodman		X			
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on December 1, 2017.

Attested:

Anna Dorado

Typed Name of School Principal

Signature of School Principal

Date

Jay Seidel

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date