

School Year: **2019-20**



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	30665636028997	December 13, 2019	February 13, 2020

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

Sierra Vista Elementary, a No Excuses University, believes in a child-centered program that recognizes the WHOLE child and their unique abilities, needs and interests. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods, effective intervention strategies and educational programs engage students in mastering the essential skills of reading, writing, communication, mathematics, and technology literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, physical education, sciences and technology.

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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 must demonstrate growth in Language Arts, particularly in the area of reading and reading comprehension. 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 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 of inquiry 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
- Integrated a new MTSS Teacher on Special Assignment (TOSA) to assist teachers in completing cycles of inquiry, and supporting all tiers of instruction.
- 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- specifically in i Ready classroom instruction

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 & surveys- Technology Integration, Intervention Strategies, and NGSS standards and how they connect to other curriculum areas
- Continued support for students in Tier 2 and Tier 3.
- 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 that are unpacked in order to support the academic language of math including but not limited to the Learning Principles in Mathematics
- Use of district adopted curriculum Bridges and Math Links
- Use of formative assessment to review and analyze student learning
- Continued use of research based instructional strategies to support students understanding of math concepts such as Cognitively Guided Instruction (CGI) and Early Childhood Mathematics (ECM)
- Chunking the curriculum and spiraling the practice and re-teaching of skills
- Technology support for math application- specifically in i Ready classroom instruction

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 English Proficiency 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)
- Use of technology to increase student engagement and access to grade level standards
- Use of district adopted curriculum for ELD- 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 _____% 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 _____% 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 % 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 level parent committees 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 2019-20 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, computer literacy, and how to support ALL learners both academically and behaviorally.. Next, we will collaborate with Parent Institute of Quality Education (PIQE) to offer weekly parent classes in both mornings and evenings. In addition, throughout the year teachers may provide parents education opportunities 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. Formal and informal observations by the site administrators 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. 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.

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)

At the beginning of the school year, school site staff analyzed CAASP (California Assessment of Student Performance and Progress) results. These results are then used as a team to create achievement goals per grade level and school wide. Team members also utilize our new universal screener I-Ready and other on-going assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

Sierra Vista Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. CAASP data is utilized to set measurable and attainable goals for individual student improvement and school goals. IReady assessments are then given each trimester for grades Tk-2 and 2 trimesters for 3rd-6th, to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Sierra Vista Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered System of Support), and technology.

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

Sierra Vista staff works with our site TOSA (Teacher on Special Assignment), in all content areas and at all tiers of instruction. TOSA's also focus on standards based lessons and data talks to guide instruction. TOSA's also assist with PLC discussions, instructional strategies and supporting all tiers both academically and behaviorally. There are also opportunities to support teacher mentoring.

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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade level in PLC's. Through our collaboration with InnovateEd, District wide teams meet quarterly and discuss data analysis standards based instruction and assessment.

Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on iReady support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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 teachers use State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms. Various strategies are incorporated to assist with academic challenges. Students also utilize iReady, which assists in identifying their reading and math level, and provides computer based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as iReady.

Parental Engagement

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

- After-school tutoring and programs
- ASES after school program
- PBIS
- RTI, IEP and 504 plans
- ELD program
- MTSS /SEL workshops held monthly for parents/families
- *Technology supports for academic learning
- *No Excuses University Parent Education Opportunities

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)

Parent, community and school personnel voices are a welcomed part in the planning, implementation and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

Fiscal support (EPC)

- LCFF
- District funding

School Profile

Sierra Vista Elementary is a No Excuses University School. We believe every child should be educated in a way that will prepare them for college or career. We welcome children to a world of strong academics and high standards for achievement. In 2019-20 our staff continues their collaborative work to maintain a safe but challenging learning environment. Our mission is one that challenges students to reach their full academic potential in a positive and engaging manner, while fostering a strong foundation of 21st century learning skills and developing responsible citizens. Through the use of a rigorous curriculum and engaging learning environments we are targeting 21st century skills and embedding the 5 C's- communication, collaboration, creativity, and critical thinking, and with our school focus the fifth C, College/Career Readiness.

This year, we are serving approximately 630 students with various subgroups. Our most significant subgroup is our socio-economically disadvantaged population, making up over 70% of our school population. We also serve a larger number of English learners, therefore, supporting over 40% of our students diverse language needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Improvement Plan was written in collaboration with our School Leadership Team (SLT). This team is comprised of teachers from each grade level across our campus. Throughout the year they provide input as to the instructional needs of our students and their own personal professional development needs as educators. Our leadership team also elicits the feedback of their fellow colleagues and brings this information to our biweekly team meetings. The whole staff is also solicited for their opinions through various surveys which then are reviewed continuously throughout the year to determine areas of need to address in our plan.

Our School Improvement Plan was also written in collaboration and with input from our parent groups. From monthly meetings with at least one parent group- School Site Council, Advisory and Information Parent Meetings, or our English Language Advisory Council, parents are given information about our instructional plan for students and provided opportunities to give input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	%	%	1		
African American	0.4%	0.39%	0.58%	2	2	4
Asian	3.1%	1.95%	2.91%	16	10	20
Filipino	0.6%	1.17%	1.6%	3	6	11
Hispanic/Latino	84.4%	84.77%	81.8%	438	434	562
Pacific Islander	%	0.20%	0.29%		1	2
White	8.7%	9.57%	11.21%	45	49	77
Multiple/No Response	%	%	0.44%			3
Total Enrollment				519	512	687

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten			99
Grade 1			85
Grade 2			79
Grade 3	172	160	93
Grade 4	186	172	100
Grade 5	161	180	107
Grade 6			124
Total Enrollment	519	512	687

Conclusions based on this data:

- Over the past two years, there has been an increase in our overall total enrollment however, we still predominately serve Hispanic/Latino students.
- Two of our subgroups have continued to grow over the last couple of years- White and Asian.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	156	137	175	30.1%	26.8%	25.5%
Fluent English Proficient (FEP)	99	105	81	19.1%	20.5%	11.8%
Reclassified Fluent English Proficient	52	25	2	29.7%	16.0%	1.5%

Conclusions based on this data:

1. After reconfiguration in our district we observed an increase in our English Learner population.
2. From the past two years, we have reclassified less students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	170	158	89	169	158	88	169	158	88	99.4	100	98.9
Grade 4	186	172	100	181	171	98	181	171	98	97.3	99.4	98
Grade 5	159	178	106	157	175	103	157	175	103	98.7	98.3	97.2
Grade 6			123			121			121			98.4
All	515	508	418	507	504	410	507	504	410	98.4	99.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2410.	2407.	16.57	19.62	13.64	23.08	22.15	22.73	24.85	24.68	38.64	35.50	33.54	25.00
Grade 4	2437.	2464.	2471.	13.26	26.32	26.53	19.34	19.88	22.45	29.83	22.81	20.41	37.57	30.99	30.61
Grade 5	2469.	2465.	2496.	10.83	9.14	19.42	27.39	28.57	29.13	23.57	22.86	19.42	38.22	39.43	32.04
Grade 6			2512.			8.26			29.75			38.84			23.14
All Grades	N/A	N/A	N/A	13.61	18.25	16.59	23.08	23.61	26.34	26.23	23.41	29.51	37.08	34.72	27.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.79	20.89	14.77	43.20	47.47	57.95	42.01	31.65	27.27
Grade 4	9.39	21.05	27.55	52.49	52.05	48.98	38.12	26.90	23.47
Grade 5	15.29	13.14	21.36	44.59	41.71	44.66	40.13	45.14	33.98
Grade 6			10.74			61.16			28.10
All Grades	13.02	18.25	18.29	46.94	47.02	53.41	40.04	34.72	28.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.12	17.83	15.91	44.97	43.95	55.68	34.91	38.22	28.41
Grade 4	15.47	23.98	19.39	48.62	49.71	55.10	35.91	26.32	25.51
Grade 5	19.11	20.57	22.33	47.77	46.86	52.43	33.12	32.57	25.24
Grade 6			13.22			58.68			28.10
All Grades	18.15	20.87	17.56	47.14	46.92	55.61	34.71	32.21	26.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.65	17.72	10.23	62.72	55.06	68.18	26.63	27.22	21.59
Grade 4	6.08	13.45	18.37	64.09	64.33	63.27	29.83	22.22	18.37
Grade 5	10.19	7.43	15.53	62.42	64.57	61.17	27.39	28.00	23.30
Grade 6			9.09			76.03			14.88
All Grades	8.88	12.70	13.17	63.12	61.51	67.56	28.01	25.79	19.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.18	25.95	14.77	50.89	50.00	59.09	18.93	24.05	26.14
Grade 4	19.89	30.41	28.57	55.25	48.54	44.90	24.86	21.05	26.53
Grade 5	19.11	17.71	26.21	47.77	45.14	45.63	33.12	37.14	28.16
Grade 6			21.49			61.98			16.53
All Grades	23.08	24.60	22.93	51.48	47.82	53.17	25.44	27.58	23.90

Conclusions based on this data:

1. In analyzing our CAASP data in the area of English/Language Arts for overall achievement, we recognize that we have further needs in moving more students to meeting or exceeding standards. However, it can be noted that over the last three years, we have increased the percent of students in the standards met category almost 3%. When looking at the subcategories of ELA- we increase the most over the past three years in the area of reading and listening, with more students at, near, or above standard.
2. Upon further analysis and dis-aggregation of scores, 5th grade saw the greatest gains. They improved in their overall achievement levels- increasing the number of students exceeding or meeting the standards.
3. Our school plan will include areas for both teachers and students to implement the Common Core State Standards through our ELA curriculum and to increase the rigor of tasks for our students. In order to meet the expectations of the state assessments, we will need to address foundational reading skills for our students so that they can read and comprehend grade level appropriate texts. This area of reading comprehension will be our school wide instructional focus with the partnership of Innovate Ed to assist us in aligning our instruction to our students needs.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	170	157	89	168	157	89	168	157	89	98.8	100	100
Grade 4	186	172	100	182	171	99	182	171	99	97.8	99.4	99
Grade 5	159	178	106	157	175	103	157	175	103	98.7	98.3	97.2
Grade 6			123			121			121			98.4
All	515	507	418	507	503	412	507	503	412	98.4	99.2	98.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2430.	2424.	2429.	18.45	21.02	16.85	28.57	26.11	34.83	26.79	23.57	23.60	26.19	29.30	24.72
Grade 4	2461.	2475.	2479.	8.79	16.96	20.20	29.12	31.58	28.28	40.66	33.33	29.29	21.43	18.13	22.22
Grade 5	2475.	2484.	2507.	11.46	10.86	18.45	17.20	17.71	22.33	29.30	34.29	32.04	42.04	37.14	27.18
Grade 6			2519.			18.18			18.18			38.02			25.62
All Grades	N/A	N/A	N/A	12.82	16.10	18.45	25.25	25.05	25.24	32.54	30.62	31.31	29.39	28.23	25.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	29.94	31.46	35.71	32.48	34.83	30.95	37.58	33.71
Grade 4	22.53	31.58	29.29	39.01	34.50	39.39	38.46	33.92	31.31
Grade 5	16.56	20.00	27.18	32.48	33.71	38.83	50.96	46.29	33.98
Grade 6			24.79			39.67			35.54
All Grades	24.26	27.04	27.91	35.90	33.60	38.35	39.84	39.36	33.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.21	26.75	22.47	48.81	42.68	43.82	27.98	30.57	33.71
Grade 4	12.64	21.05	24.24	54.40	52.63	54.55	32.97	26.32	21.21
Grade 5	10.83	9.71	21.36	45.22	49.71	48.54	43.95	40.57	30.10
Grade 6			15.70			52.89			31.40
All Grades	15.58	18.89	20.63	49.70	48.51	50.24	34.71	32.60	29.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.79	26.75	25.84	50.00	48.41	52.81	23.21	24.84	21.35
Grade 4	20.33	21.05	28.28	52.75	54.39	41.41	26.92	24.56	30.30
Grade 5	12.74	12.57	14.56	43.31	52.57	53.40	43.95	34.86	32.04
Grade 6			16.53			54.55			28.93
All Grades	20.12	19.88	20.87	48.92	51.89	50.73	30.97	28.23	28.40

Conclusions based on this data:

1. In our analysis of overall achievement of our students in the area of Math, we observe an increase in the number of students meeting and exceeding standards over the past three years. 5th grade shows the most growth in students meeting or exceeding the standards.
2. Upon further analysis and dis-aggregation of school data, our students relative strength was in the strand of communicating reasoning with over 70% of ALL students at, near, or above 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, as we have newly adopted a new math curriculum. This will allow us to increase the rigor of tasks for our students and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1435.8		1442.7		1419.5		25
Grade 1		1460.2		1470.9		1449.2		15
Grade 2		1493.6		1500.9		1485.6		16
Grade 3	1501.4	1494.2	1497.0	1485.0	1505.3	1503.0	52	21
Grade 4	1518.2	1539.5	1505.4	1537.9	1530.4	1540.5	41	23
Grade 5	1536.8	1550.6	1533.5	1554.1	1539.4	1546.6	39	17
Grade 6		1552.5		1567.1		1537.4		14
All Grades							132	131

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		36.00		32.00		8.00		25
1		6.67		46.67		46.67		0.00		15
2		18.75		43.75		37.50		0.00		16
3	*	14.29	61.54	33.33	23.08	47.62	*	4.76	52	21
4	29.27	30.43	51.22	60.87	*	4.35	*	4.35	41	23
5	48.72	47.06	30.77	29.41	*	23.53	*	0.00	39	17
6		42.86		21.43		21.43		14.29		14
All Grades	28.03	25.95	49.24	39.69	18.18	29.77	*	4.58	132	131

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		44.00		24.00		8.00		25
1		13.33		60.00		26.67		0.00		15
2		37.50		56.25		6.25		0.00		16
3	21.15	23.81	69.23	52.38	*	19.05		4.76	52	21
4	41.46	73.91	48.78	21.74	*	0.00	*	4.35	41	23
5	66.67	64.71	*	17.65	*	17.65	*	0.00	39	17
6		64.29		7.14		14.29		14.29		14
All Grades	40.91	42.75	50.00	37.40	*	15.27	*	4.58	132	131

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		28.00		60.00		12.00		25
1		40.00		53.33		6.67		15
2		25.00		75.00		0.00		16
3	*	14.29	69.23	80.95	*	4.76	52	21
4	36.59	26.09	58.54	69.57	*	4.35	41	23
5	46.15	35.29	48.72	47.06	*	17.65	39	17
6		57.14		14.29		28.57		14
All Grades	32.58	30.53	59.85	59.54	*	9.92	132	131

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		68.00		8.00		25
1		20.00		80.00		0.00		15
2		56.25		43.75		0.00		16
3	63.46	23.81	36.54	71.43		4.76	52	21
4	63.41	95.65	34.15	0.00	*	4.35	41	23
5	84.62	82.35	*	17.65	*	0.00	39	17
6		64.29		21.43		14.29		14
All Grades	69.70	51.91	28.79	43.51	*	4.58	132	131

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		8.00		88.00		4.00		25
1		20.00		66.67		13.33		15
2		6.25		62.50		31.25		16
3	*	9.52	63.46	71.43	30.77	19.05	52	21
4	*	13.04	63.41	65.22	*	21.74	41	23
5	28.21	29.41	53.85	58.82	*	11.76	39	17
6		14.29		28.57		57.14		14
All Grades	15.15	13.74	60.61	65.65	24.24	20.61	132	131

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		36.00		40.00		24.00		25
1		0.00		93.33		6.67		15
2		25.00		50.00		25.00		16
3	*	19.05	73.08	71.43	*	9.52	52	21
4	51.22	47.83	46.34	47.83	*	4.35	41	23
5	58.97	11.76	28.21	82.35	*	5.88	39	17
6		64.29		14.29		21.43		14
All Grades	39.39	29.77	51.52	56.49	9.09	13.74	132	131

Conclusions based on this data:

1. Still new to ELPAC results at Sierra Vista students, especially in our primary grades, makes our data still in the early stages of analysis. In the past two years, our students at level 2 increased from 18% to 29%.
2. Upon further dis-aggregation of overall scores, the greatest area of strength for our students was in the area of Speaking, with over 51% of students tested demonstrating well developed skills.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
687	68.6	25.5	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	25.5
Foster Youth	1	0.1
Homeless	4	0.6
Socioeconomically Disadvantaged	471	68.6
Students with Disabilities	62	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
Asian	20	2.9
Filipino	11	1.6
Hispanic	562	81.8
Two or More Races	8	1.2
Pacific Islander	2	0.3
White	77	11.2

Conclusions based on this data:

1. During the 17-18 year, Sierra Vista School predominately served underprivileged youth with over 73% of our population qualifying for free-reduced lunch.
2. Hispanics are the largest race/ethnicity that we serve.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 531">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 531">Orange</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 531">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="293 705 371 730">Green</p>		

Conclusions based on this data:

1. In both areas of academic achievement, ELA and Math, Sierra Vista students in 2018, have scored in the yellow range.
2. In regards to chronic absenteeism, this will be an area of focus for the upcoming school year, working with teachers, students, and families to address ongoing attendance concerns.

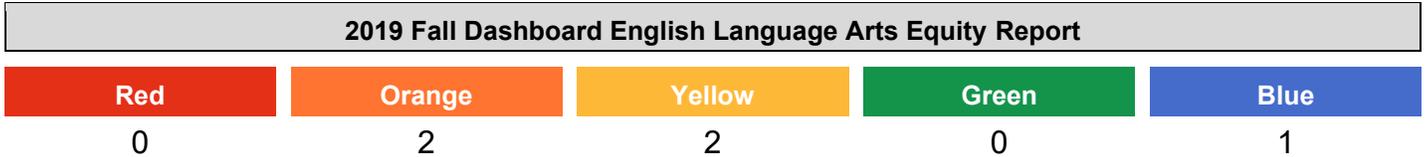
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 12.1 points below standard Increased ++10 points 402	<p>English Learners</p>  Orange 38.9 points below standard Maintained -2.2 points 133	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 26.2 points below standard Increased ++10.3 points 278	<p>Students with Disabilities</p>  Orange 80.3 points below standard Increased Significantly ++27 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.3 points below standard Increased ++9 points 337	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 25.2 points above standard Increased Significantly ++32.6 points 44

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.6 points below standard Maintained ++2.1 points 77	0.6 points above standard Declined -14.6 points 56	2.7 points below standard Increased ++9.7 points 237

Conclusions based on this data:

1. In analysis of our ELA scores, while we increased in performance for ALL students by over 6 points, including our EL's and Socioeconomically disadvantaged populations, we still have work to do with our students with disabilities as they declined significantly.
2. As for our racial/ethnic groups, we increased in our performance for our biggest population, our Hispanics, but we declined with our White subgroup.
3. Overall, our English Learners increased in their ELA performance. Our staff will further analyze our instructional approaches to continue this level of achievement for our EL's.

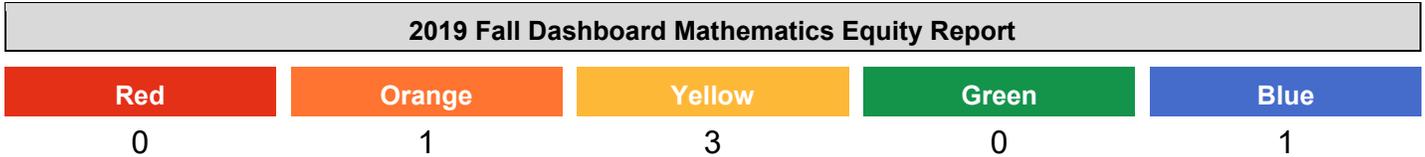
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>16.1 points below standard</p> <p>Increased ++5.6 points</p> <p>402</p>	<p>English Learners</p>  <p>Orange</p> <p>37.4 points below standard</p> <p>Declined -5.5 points</p> <p>133</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>28.9 points below standard</p> <p>Increased ++3 points</p> <p>278</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>69.9 points below standard</p> <p>Increased Significantly ++30.2 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.4 points below standard Maintained ++2.1 points 337	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 17.1 points above standard Increased Significantly ++35.7 points 44

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.4 points below standard Declined -3.1 points 77	4.4 points below standard Declined -13.9 points 56	8.9 points below standard Increased ++7.2 points 237

Conclusions based on this data:

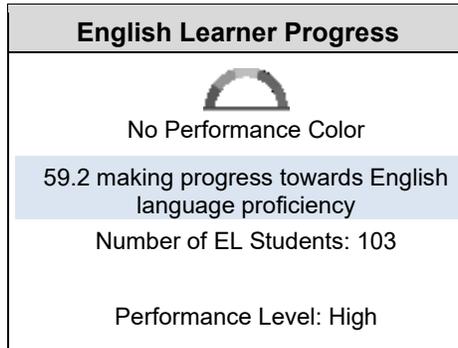
1. In the area of Math, we maintained with our overall achievement. Now, with one year completed in our newly adopted Math curriculum in grades TK-6th, we expect to see an increase as each year progresses.
2. Just as we observed in ELA, our Hispanic population increased while our White subgroup decreased.
3. Similar to ELA as well, our English Learners, maintained achievement on the dashboard, instead of increasing or decreasing, in the area of Math achievement.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	28	6	55

Conclusions based on this data:

1. Based on the first year of ELPAC administration, the majority of Sierra Vista students tested were in the moderately developed band.
2. Over 77% of our EL's are moderately to well developed in their English Learner Progress.

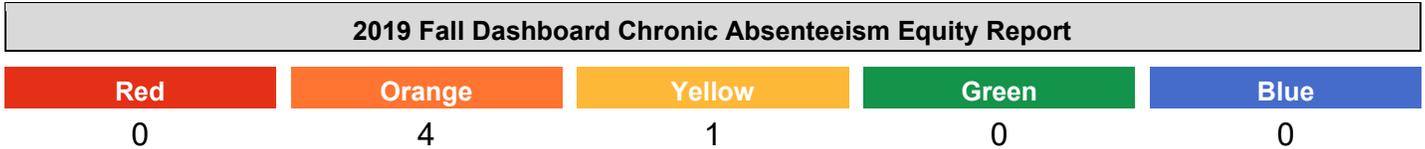
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.7 Increased +2.6 712	<p>English Learners</p>  Orange 5.6 Increased +2.9 178	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 9.6 Increased Significantly +3.1 491	<p>Students with Disabilities</p>  Yellow 9 Maintained -0.1 78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5 20	 No Performance Color 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7 Increased +2.3 582	 No Performance Color 45.5 Increased +27.3 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 12.2 Increased +0.7 82

Conclusions based on this data:

1. Upon analysis of our demographic data, our biggest area of need in addressing chronic absenteeism is working with our socioeconomically disadvantaged group. One area in which we continue to remain in green is with our students with disabilities.
2. Attendance continues to be an area of need throughout the school. New school and district attendance incentives have been introduced to increase the absenteeism rate.

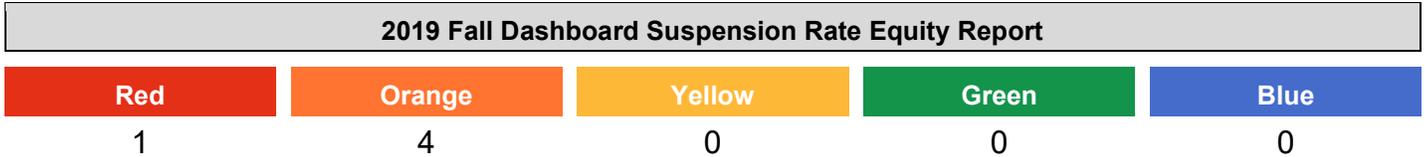
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.3 Increased +1.8 724	<p>English Learners</p>  Orange 2.2 Increased Significantly +2.2 183	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Red 3.2 Increased Significantly +2.7 500	<p>Students with Disabilities</p>  Orange 3.8 Increased +3.8 79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 5 20	 No Performance Color 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased +1.9 593	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 2.4 Increased +2.4 83

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	2.3

Conclusions based on this data:

- Overall suspensions for Sierra Vista declined in the 2018 school year. All subgroups declined as a result of this as well.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 :

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

Identified Need

At Sierra Vista, our school instructional leadership team has focused this goal further by specifically focusing on reading foundations and how they support reading comprehension. Our goal is for students to read and comprehend texts and be able to refer to the text explicitly to draw conclusions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	42.93% Met or Exceeded	47% Met or Exceeded

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)

All students based on their needs.

Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily on 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.

- 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 accountable to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning.
- The instructional focus throughout all grade levels is on reading comprehension. Teachers will utilize close reading strategies in order for students to be able to site text based evidence- including icons of depth and complexity.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and instructional coach will organize texts for student check out.
- Teach keyboarding skills to ready students for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Utilize universal screener, IReady, to gage students instructional levels and provide individualized instruction.

School will:

- Provide Early/ Late Group (Kinder only) model is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work, analyze data and plan and share best practices related to standards based instruction.
- Provide development/training, and support to all students and staff to develop the six exceptional systems within the No Excuses University school focus. This includes, but is not limited to, consulting with NEU network, conferences/institutes/workshops, books and/or materials, supplies and incentives.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology and technology support that will be used to enhance learning experience such as: blogs, websites, virtual field trips, apps, etc.
- Provide Buck-A-Book which allows students to access low cost books throughout the school year.
- Participate in cycles of inquiry with the support of Innovate Ed. The SLT will analyze data and create an instructional focus of research based strategies that are aligned to the CCSS.

- Provide professional development opportunities for staff throughout the school year in ALL content areas such as GLAD training, Computer Using Educators (CUE) conference, curriculum development, etc
- .Teach keyboarding skills to ready students for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Provide parent education opportunities and support to access information about their child's education as well as how to best support their child's learning.

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)
14623	Title I 2000-2999: Classified Personnel Salaries Information Services Tech
12705	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
4125	Title I 1000-1999: Certificated Personnel Salaries Release time for teachers- Substitutes
1000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra time for information services tech
6000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Retired Teacher Support
500	Title I 5000-5999: Services And Other Operating Expenditures Multilith, printing, etc. services
45232	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Support (3)
250	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Subs
250	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Instructional Aide Subs
19930	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- 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, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as but not limited to, Leveled Literacy Intervention(LLI), A to Z, SIPS, and Imagine Learning to provide identified students with appropriate leveled curriculum.
- 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.
- Provide targeted intervention strategies for identified students in the area of reading and reading comprehension. Students are identified through grade level discussions and analysis of data. Our school's Multi-Tiered System of Supports (MTSS) process will further explore supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide what students need (WIN time) by grade level or class. This may also include push-in and/or 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.
- Provide opportunities for students to use technology to support their learning in small group settings with at least 45 minutes of individualized instruction in IReady in the area of literacy.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will:

- Purchase supplemental materials to be used throughout the day and/or for before/after school alternative supports.
- Purchase supplemental technology and/or licences to be used throughout the day and/or for after school alternative supports.
- Facilitate before/after school programs in reading/writing/math/science as interventions and/or extensions.
- Provide teachers ongoing support and professional development in MTSS and how to further maximize the resources available to use in Iready to target student learning.
- Communicate with parents about the MTSS process and how Sierra Vista supports students at each tier.

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)
250	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries extra time
250	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Instructional Aide Salaries extra time
4667	Title I 4000-4999: Books And Supplies Materials and Supplies
13564	Title I 3000-3999: Employee Benefits Total benefits for classified and certificated
3605	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Benefits for classified and certificated

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one to one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction/support for identified students.
- Closely monitor students through the MTSS process.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Sierra Vista's work with Innovate Ed in allowing our leadership teams to "lead from the middle" have proven to be effective in meeting our students needs. Teachers are given the time to analyze data and make more informed decisions about how to meet our students needs. Our continued partnership with Innovate Ed will allow our teachers to continue reflecting and refining the process of instructional planning.

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

None at this time

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.

None at this time

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

Identified Need

Sierra Vista students will focus on building conceptual understanding and number sense. As students matriculate up the grades these two areas of need will serve as the foundation for future complex standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	43.69% Met or Exceeded	48%

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)

ALL Students

Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily on 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.

- Provide students with 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 the 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.
- Supplement when needed with research based strategies such as Cognitively Guided Instruction (CGI) strategies to promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide 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.
- Provide objectives that 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.
- Use technology within the classroom to support instruction at each grade level and purchase needed software to support such as Iready.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development.
- Purchase supplemental materials and supplies needed
- Provide differentiated support, while at the same time individualized instruction through the use of at least 45 minutes a week of Iready instruction in the area of Math.

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)
7435	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Software Support Agreements
23618	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students requiring more intense support and provide supports such as push-in and/or pull-out model of support for math 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.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/retired teacher/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Provide before/after school interventions/extensions for students to increase in the areas of math.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Having completed our first year of a new math adoption, has proven to be effective in more closely meeting the standards in math.

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

None at this time

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.

None at this time

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

Identified Need

Specifically, our area of greatest need is to ensure that students are receiving access to the core curriculum with the necessary supports and interventions given their language proficiency levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC		

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)

All English Learners

Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide at least 30 minutes of designated ELD instruction utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.
- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Be trained as it relates to understanding data/procedures/release questions of the ELPAC.

- Provide English Learners access to technology, software, and applications to support language acquisition such as Imagine Learning.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Attend trainings/conferences to acquire strategies to support English Learners.

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	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Extra assignments/professional development after school
8638	Title I 4000-4999: Books And Supplies tech purchases
1000	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Release Time For Staff
5000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies tech purchases
9000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Professional Learning Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Level 1 and/or Level 2 students as measured by ELPAC

Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.

- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.
- Purchase additional instructional materials to support English Learners.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Tier III

Intensive Individual Interventions

In addition to Tier I and Tier I support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

In our 2nd year of adoption to Wonders, with its ELD components, students are receiving a more consistent program at each level which will better prepare them for ELPAC testing.

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

None at this time

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.

None at this time

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Goal # 4
Parent/Community Partnerships
District is supported and respected by the community

Goal 4

By June 2020, we will increase the number of parents that attend our school wide parent education events, parent meetings(SSC, BTSN, Conferences, etc.) and participate as volunteers on campus by 10% as measured by sign in sheets, volunteer logs, raptor system and Title 1 parent surveys.

Identified Need

Continue to support parents in ways to support their student- academically and behaviorally

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 parent survey	80%	90%

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)

ALL students/parents

Strategy/Activity

- Parents will be provided information regarding Common Core State Standards taught at their child's grade level at Back to School Night and parent/teacher conferences in both English and Spanish.
- Community Liaison will provide workshops and communicate with families
- Homework assignments will be designed to reinforce grade level standards.
- School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.
- Aeries Communication will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.

- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents will be invited to attend Awards Assemblies where students are recognized for outstanding student achievement.
- Family Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.
- Parents of incoming Kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.
- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Translators and child care will be provided for younger siblings during Family Night events.
- Translators will be provided for parent/teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Blue Home/School Communication folders will be provided to all students.
- Agendas will be provided to all 3rd -6th grade students to facilitate home school communication and student organizational skills.
- Signage will be on and current in the office for parents and visitors to be kept up on current events.
- Additional resources and materials may be purchased as needed to support parent education.
- Parents will be invited to learning opportunities that specifically relate to our school focus of No Excuses University. Events such as, but not limited to, Parent Orientations, Academy Classes and more. Incentives for parents to attend these opportunities will be purchased as well.

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)
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Assignment Parent Presentations
1461	Title I 4000-4999: Books And Supplies Parent Education Resources and materials to increase parent participation
500	Title I 2000-2999: Classified Personnel Salaries Extra time for support staff to translate/babysit/etc.

2500	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Extra time for support staff to translate/babysit, etc.
2000	LCFF - Supplemental and Concentration 2000-2999: Classified Personnel Salaries Office support staff extra time/ subs
990	Title I 5000-5999: Services And Other Operating Expenditures equipment leases/repairs
500	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures In house printing
200	Title I 5000-5999: Services And Other Operating Expenditures outsourced printing

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Each year, we see an increase in parent involvement. Last year, in our first year as a TK-6th grade school, we observed an increase in parent attendance at our school events throughout the school year.

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

None at this time

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.

None at this time

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Goal # 3
School Safety and Student Wellness
Schools are safe, healthy, and secure places for student learning

Goal 5

By June 2020, we will increase the number of families who indicate on the Title 1 survey that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

Identified Need

At this time, no significant area of need was reported more than any other area. Parents would like to continue the use of various school communication means, have a safe and secure campus, and continue with opportunities for parent education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	184 responded last year- majority 85-91% agreement	Increase by minimum 5% in positive responses

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Regular school wide celebrations/announcements will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS 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.

- Students will be encouraged to participate in promoting a positive school culture through School Site Council and other opportunities within the class/school.
- Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch clubs and other focus groups.
- Close monitoring will be done by staff 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.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics reports.
- Teacher development in how to meet the social/emotional needs of our student in order to access their learning.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate that are also in alignment to our university school focus.

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)
13819	Title I 1000-1999: Certificated Personnel Salaries School Counselor one day a week
1003	Title I 4000-4999: Books And Supplies materials to increase school/classroom environment
500	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies materials to increase school/classroom environment

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Our PBIS team, now consisting of representatives from Tk-6th serves as a well rounded group of teachers who analyze data and provide feedback to/from their grade levels in order to create better systems for behavior within and throughout the school .

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

None at this time

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.

None at this time

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
1. Anna Dorado	Principal
2. Mary Gray	Other School Staff
3. Arturo Diaz	Parent or Community Member
4. Laura Araiza	Parent or Community Member
5. Cindy Aguirre	Parent or Community Member
6. Casey Morlet	Parent or Community Member
7. Ricardo Ortiz	Parent or Community Member
8. Rosa Maria Verdugo	Classroom Teacher
9. Ryan Bean	Classroom Teacher
10. Traci Castano	Classroom Teacher
	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

Other: School Advisory Council

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 December 1, 2017.

Attested:

Principal, Anna Dorado on