

The Single Plan for Student Achievement

School: Sierra Vista Junior High School
CDS Code: 19-65136-6058580
District: William S. Hart Union High School District
Principal: Carolyn Hoffman
Revision Date: April 17, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on May 2, 2018.

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).

Data used to compile Sierra Vista's school plan includes: An annual review of school-wide goals; Data analysis of annual CAASPP scores and Dashboard metrics; Data analysis of earned credits on quarterly report cards takes place within Department and Team meetings; Data analysis of D/F rates on quarterly report cards within Department and Team Meetings; Data analysis on suspensions reviewed annually with staff; Data analysis on non-promotee rates shared quarterly with staff.

Surveys used to develop Sierra Vista's school plan include: Parent and student school-climate survey from 2016-2017; Ongoing parent feedback provided at PAC, ELAC, Open House, Back to School Night, and Registration. Staff complete annual surveys in faculty meetings, professional developments sessions, Department and Team meetings, and Leadership Team Meetings.

Of responding parents in Sierra Vista's 2016-17 School-Climate survey: (73 %) feel that their students academic needs are being met; (82%) indicate they know teacher expectations for their student; (80%) are pleased their student attends SV; (74 %) feel that the

adults at school are willing to make time to give students extra help; (68 %) believe that students are treated fairly by adults at school; (70 %) believe there are many opportunities for students to work one-to-one with staff; (74 %) report knowing who to go to and contact to get support for their student; (77%) feel welcomed; (75%) feel like they belong; (68%) feel that SV respects and celebrates diversity; (80%) indicate SV tries to involve families; (74%) report there are clubs and activities for student involvement;(65%) feel that SV encourages students to get involved in activities; (76%) feel the school provides opportunities for students to express themselves; (76%) believe their student has school pride; (86%) believe they are well informed on their child's progress; (72%) believe the administration understands school needs; (84%) believe administration promotes a positive school environment; (76%) believe administration is accessible and approachable; (79%) believe administration provides a safe and respectful environment.

Of responding students responding in Sierra Vista's 2016/17 School-Climate survey: (75%) feel their campus is safe and secure; (88%) report not staying home from school because of feeling unsafe; (77%) understand school expectations; (90%) understand the importance of getting to class on time; (34%) reports bullying as an issue; (71%) believe teachers provide encouragement; (67%) believes they receive help from a teacher to improve on an assignment; (68%) feel teachers give them chances to be involved in class participation; (71%) report adults on campus provide additional time for extra support; (78%) feel respected by their teachers; (70%) report they are treated fairly by adults on campus; (70%) indicate there is one-to-one time to work with adults on campus; (71%) report adults are helpful and respect students; (70%) report there are opportunities to get involved on campus; (59%) feel like they belong; (72%) report feeling their families want them to succeed in school.

Sierra Vista's Title I Needs Assessment Survey was administered to staff, parents, and students in 2018 to help identify specific ways to meet our identified school goals and increase student achievement. All certificate staff, the Leadership Team, Parents, and School Site Council members answers to survey questions determine the direction for addressing student needs and our annual school-wide goals. After conducting a school-wide comprehensive needs assessment through the surveys aligned with our goals, the most critical needs for addressing student achievement in English and math, decreasing non-promotees and fail rates, supporting parent engagement, and improving school-wide culture indicate the following:

Sierra Vista's Title I Needs Assessment findings from students indicates students believe they will improve academically via: 36% Intervention/Homework/Tutoring Assistance; 16% IXL Math; 37% More curriculum materials in classes; 15% Intramural or other activities on campus; 35% curricular activities/trips; 28% Family events/programs/activities; 13% Positive Incentives; 35% Technology based programs; 23% Elective Courses; 9% Support with school materials/needs.

Sierra Vista's Title I Needs Assessment findings from parents indicate parents believe students will improve academically via: 27% Intervention/Homework/Tutoring Assistance; 17% IXL Math; 20% More curriculum materials in classes; 25% Intramural or other activities on campus; 34% curricular activities/trips; 25% Teacher PD on Relationship Building; 32% Family events/programs/activities; 29% Positive Incentives; 37% Technology based programs; 29% Elective Courses; 9% Support with school materials/needs.

Sierra Vista's Title I Needs Assessment findings from teachers indicate teachers believe students will improve academically via: 80% Intervention/Homework/Tutoring Assistance; 36% IXL Math; 22% More curriculum materials in classes; 22% materials/needs: 22% Intramural or other activities on campus; 20% curricular activities/trips; 24% Teacher PD on Relationship Building; 22% Family events/programs/activities; 27% Positive Incentives; 37% Technology based programs; 34% Elective Courses; 25% Increase BIA hours; 24% Scholastic Reading Counts Program.

Description of Comprehensive Needs Assessment Process

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

2018-2019 Sierra Vista Junior High School:

Goal #1: All students will increase both ELA and Math scores as measured by the California Dashboard.

Goal #2: Raise the academic progress for EL, Students with Disability, and SED in ELA and Math as measured by the CA Dashboard.

Goal #3: Decrease the number of behavior incidents and bias motivated acts related to cultural issues on campus through a campus-wide focus on positive relationships.

Goal #4: We will reduce the number of students failing courses and increase the number of students promoting to high school.

Information on Academic Achievement

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

CA Dashboard indicators show that students in the subgroups of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are not achieving proficient scores on statewide assessments. Students in these subgroups are scoring lower than our school-wide and district average in English Language Arts and Mathematics. School-wide goals #1 and #2 are written specially to address the need for increased student achievement in academic subjects. Students with Disabilities declined on the English and Math state assessments from 2016 to 2017. English Learners declined in English on state assessments from 2016-2017. Socioeconomic ally Disadvantaged students have increased in Math and maintained in English state assessments from 2016 to 2017.

Assessment	2015-2016 CAASPP DATA	2016-2017 CAASPP DATA
Gain/Loss		
7th grade ELA Meet or Exceed Standards + 1.7%	54%	55.7%
8th grade ELA Meet or Exceed Standards + 0.4%	49%	49.4%
7th grade Math Meet or Exceed Standards - 0.5%	46%	45.5%
8th grade Math Meet or Exceed Standards +2.62%	43%	45.62%

Impact of Instructional Program

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

Sierra Vista has a highly trained, dedicated, and compassionate staff who work hard to support student needs. Sierra Vista's Professional Development Team is led by the principal and is comprised of an Assistant Principal, site Literacy Coach, and 4 other teachers that represent English, Math, History, Science, Special Education, and Electives. The team provides teachers with training on technology, cultural competency, differentiation, and strategies for implementation of the Common Core and Math Practice Standards. Professional Development training is provided to teachers each month. All teachers, counselors, and administrators participate in professional development and collaborate on implementing best practices for school-wide improvement. Reflection and collaboration regarding the implementation of PD training are discussed at monthly Department and Team meetings. The site Literary Coach works with teachers via Department, small group, and individual sessions to help support teachers with the embedding of best practices and focus on school site goals. Teachers collaborate with other departments each month via Team meetings to discuss student achievement and to develop cross-curricular activities. Department members collaborate monthly to analyze student data and develop effective lessons and assessments to increase student achievement. Each quarter, teachers hold a Plainsmen Progress Day and invite all students to gain additional support, complete missing work, and opportunities for improving mastery of content skills and increase their grades.

Teachers at Sierra Vista all have the same "common prep" as their grade level department members, which allows for additional collaboration for developing lessons, common planning, and reviewing assessment data. Many teachers use Google Classroom or maintain their own class or grade level website to help communicate with families and provide resources for students. Teachers also communicate via Infinite Campus to update grades to allow parents and students to monitor their progress. Teachers also communicate with parents regarding missing assignments via this program or by sending emails home to parents. Teachers are available to support students before, during, and after-school. Formal intervention programs have been difficult to implement at our site due to district requirements. Parallel support classes in Math and English are offered within our master schedule to support students. Study skills classes are provided for students in our Resource Program. Designated classes are offered for our ELD and Long-Term English Language Learners.

Sierra Vista focuses on increasing literacy for all students. Seventeen minutes of RELAX time is embedded within our school schedule and takes place 4 times a week, allowing students additional time during the day to focus on reading. All English teachers embed Scholastic Reading Counts within student assessments. Students are required to read two or more books based on their Lexile level, complete reading assignments, and pass a reading comprehension exam each quarter. Sierra Vista's Library Media Specialist assists

students in finding high interest, Lexile appropriate books.

Challenges at Sierra Vista that impact student achievement include: Over 45% of students qualifying for the Federal Free and Reduced Lunch Program; 10% of students identified as English Learners; and 15% of students qualifying for Special Education Services. Many students come from single-parent homes. Many students reside with parents forced to work long hours in order to live in the Santa Clarita Valley and therefore, do not have adequate parental support after school. Sierra Vista students matriculate from over 9 different feeder elementary schools that are based on two different school districts (Sulphur Springs and Saugus School Districts). Sierra Vista provides two regional Special Education programs for our district, which brings students from schools across the Santa Clarita Valley. Sierra Vista supports a transient student population and often enrolls new students each month, some of whom come in already credit deficient.

Annual Evaluation of Prior Year Plan

This section provides a description of the results of the annual evaluation of the prior year's plan.

This is Sierra Vista's first year writing a Title I School Site Plan and will use data from 2018-2019 school year to evaluate their plan.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	599	571	519	593	566	517	590	565	517	99.0	99.1	99.6
Grade 8	654	609	566	643	605	560	643	604	560	98.3	99.3	98.9
All Grades	1253	1180	1085	1236	1171	1077	1233	1169	1077	98.6	99.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2541.2	2569.2	2569.1	10	17	19.15	38	45	44.29	27	24	21.28	25	15	15.28
Grade 8	2567.3	2570.6	2576.7	11	14	14.46	41	39	43.21	30	29	25.54	19	18	16.79
All Grades	N/A	N/A	N/A	10	16	16.71	39	42	43.73	29	26	23.49	21	16	16.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	18	25	29.79	54	53	48.74	28	22	21.47
Grade 8	24	26	28.21	50	50	46.61	26	24	25.18
All Grades	21	26	28.97	52	51	47.63	27	23	23.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	22	37	31.14	56	51	53.00	22	13	15.86
Grade 8	21	24	27.14	59	54	55.54	20	22	17.32
All Grades	22	30	29.06	58	53	54.32	21	17	16.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	13	15	17.99	68	74	64.02	19	11	17.99
Grade 8	11	14	14.82	71	73	74.46	18	13	10.71
All Grades	12	15	16.34	69	73	69.45	18	12	14.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	19	27	33.46	63	58	51.64	18	15	14.89
Grade 8	23	27	30.00	61	54	52.50	16	19	17.50
All Grades	21	27	31.66	62	56	52.09	17	17	16.25

Conclusions based on this data:

1. CA Dashboard indicators show that students are continuing to demonstrate annual growth on the ELA portion of the assessment, as of 2017 60.44% of all students are meeting or exceeding the standard, and this is an increase of 8.44% from 2014 to 2017. With almost 40% of our student population scoring near or below standard, there is a need for increased emphasis on developing reading, writing, listening, and critical thinking skills in students.
2. CA Dashboard indicators show students have increased in reading proficiency by 3.6% since 2014. Spring 2017 assessments show 76.6% of students scoring at/near or exceeds in Reading. With 23.4% of all students, scoring below standard, there is a need for target support for these students in literacy.
3. CA Dashboard indicators show students have increased in writing proficiency by 3% since 2014. Spring 2017 assessments show 83% of students scoring at/near to exceeds in Writing. With 17% of students, scoring below standard, there is a need for targeted support for these students in writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	599	571	519	592	566	516	588	564	516	98.8	99.1	99.4
Grade 8	654	609	566	644	605	560	643	604	560	98.5	99.3	98.9
All Grades	1253	1180	1085	1236	1171	1076	1231	1168	1076	98.6	99.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2523.6	2558.5	2556.8	14	20	21.90	19	30	25.58	33	30	29.46	33	20	23.06
Grade 8	2571.5	2582.4	2594.0	25	28	29.46	24	23	30.18	23	24	22.32	28	25	18.04
All Grades	N/A	N/A	N/A	20	24	25.84	21	26	27.97	28	27	25.74	31	22	20.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	21	30	30.23	35	40	38.37	44	30	31.40
Grade 8	40	42	45.36	29	30	34.46	32	29	20.18
All Grades	31	36	38.10	32	34	36.34	37	29	25.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	14	25	26.55	51	49	49.61	35	26	23.84
Grade 8	22	25	26.07	53	49	48.39	25	26	25.54
All Grades	18	25	26.30	52	49	48.98	29	26	24.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	16	27	21.12	71	58	61.05	13	15	17.83
Grade 8	20	28	31.25	55	51	55.18	26	22	13.57
All Grades	18	27	26.39	63	54	57.99	19	19	15.61

Conclusions based on this data:

1. CA Dashboard indicators show that students are continuing to demonstrate annual growth on the Math assessment. As of 2017 53.8% of all students are meeting or exceeding the standard, and this is an increase of 7.2% from 2014 to 2017. With 46% of our students scoring nearly or below standard, there is a need for increased math proficiency in almost 1/2 of our student body.
2. CA Dashboard indicators show students have increased in Concept/Procedures by 11% since 2014. Spring 2017 assessments show 74.44% of students scoring at/near to exceeds in this claim. With 25.5% of students, scoring below standard, there is a need for support in increasing students in area of applying math concepts.
3. CA Dashboard indicators show students have increased in Problem Solving by 5.28% since 2014. Spring 2017 assessments show 75.28% of students scoring at/near to exceeds in problem solving skills. With 24.72% of students, scoring below standard, there is a need for targeted support in increasing students in the area of using tools and concepts to apply to real world math problems .

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	20	7	***	38	61		32	32		6			3		
8	14	13	25	52	40	55	18	35	20	8	7		8	5	
Total	17	11	27	45	47	53	25	34	20	7	5		5	3	

Conclusions based on this data:

1. CELDT data indicates most EL students are at the Intermediate to Advanced level in their language acquisition.
2. Students continue to show increased progress towards scoring Advanced on the CELDT indicating they are continuing to improve their English language skills.
3. The majority of EL students at SV are scoring in the Early Advanced to the Intermediate level indicating that these students need additional English instruction. To help them continue to advance their proficiency for reclassification, these students need additional support in their content area courses to help them gain academic language and writing proficiency.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	21	17	24	38	50	41	31	31	19	6		6	6	2	10
8	14	12	26	48	40	51	18	34	21	8	6	2	11	9	
Total	17	14	25	43	44	45	24	33	20	7	3	5	8	6	5

Conclusions based on this data:

1. According to CA Dashboard indicators from Spring of 2017 to Fall of 2017, the English Language Learners progress indicators shows the percent of English Language Learners who made progress towards English proficiency increasing by 13.6%.
2. The majority of EL students at SV are scoring in the Early Advanced to Intermediate level indicating that these students need additional English instruction. To help them continue to advance their proficiency for reclassification, these students need additional support in their content area courses to help them gain academic language and writing proficiency.

School and Student Performance Data

Student Enrollment by Group





Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.2%	0.4%	0.1%	3	5	1
African American	5.5%	4.6%	4.7%	68	54	51
Asian	2.4%	2.4%	2.9%	30	28	32
Filipino	3.1%	2.0%	3.1%	38	24	34
Hispanic/Latino	48.5%	51.0%	51.1%	600	602	558
Pacific Islander	0.2%	0.2%	0.1%	3	2	1
White	37.6%	37.6%	35.4%	466	444	386
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
Total Enrollment:				1,238	1,181	1,092

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	597	571	523
Grade 8	641	610	569
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Total Enrollment:	1238	1,181	1,092

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	3
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		6	4
Mathematics (3-8)		6	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. CA Dashboard indicators show a decline of 1.8% in ALL student suspension rates at Sierra Vista since 2014/205 school year. This decline school wide is attributed to implementation of the Capturing Kids' Hearts program in fall of 2015.
2. CA Dashboard indicators show slight decline in suspension rates for Socioeconomically Disadvantaged students from 2015/16 to 2016/17 of .4%, suspension rates for English Learners increased by 3.1% and Students with Disabilities increased by 3.6%.
3. CA Dashboard indicators show suspension rates for English Learners increased by 3.1%; Students with Disabilities increased by 3.6%; and African American students by 2.4%.

School and Student Performance Data








Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1,141	Medium 2.2%	Declined -0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1,141	Medium 2.2%	Declined -0.3%
English Learners		96	Medium 3.1%	Increased +3.1%
Foster Youth		9	*	*
Homeless		21	Very Low 0%	Declined Significantly -6.7%
Socioeconomically Disadvantaged		446	Medium 2.7%	Declined -0.4%
Students with Disabilities		183	Medium 6%	Increased +3.6%
African American		57	High 8.8%	Increased +2.4%
American Indian		2	*	*
Asian		32	Medium 6.3%	Declined Significantly -4.1%
Filipino		34	Very Low 0%	Declined Significantly -8.3%
Hispanic		583	Low 1.9%	Maintained -0.2%
Pacific Islander		1	*	*
Two or More Races		32	Very Low 0%	Maintained 0%
White		399	Low 1.8%	Maintained -0.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. CA Dashboard indicators show continued declining rates of suspension school-wide with several areas of concerns for students in the subgroups of: Students with Disabilities, English Learners and African American who showed an increase in suspension rates.
2. Sierra Vista serves two regional programs for the Hart District for Students with Disabilities. The 3.6% increase in suspension for this sub-group is indicative of the need for increased behavioral and emotional support for our students in these regional program.
3. School-wide goals include greater emphasis on reducing cultural competency and reducing bias incidents on campus through increased emphasis on developing positive relationship for students with adults on campus and other peers. Through increased implementation of CKHs, other means of corrections, and progressive discipline our desire is to continue to reduce suspension rates for all students; however, with primary focus on our African American and EL students.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		91	Very High 100.0%	Increased Significantly +13.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.1%	Increased +3.1%
English Learner Progress (1-12)		Very High 100.0%	Increased Significantly +13.6%
English Language Arts (3-8)		Low 46.7 points below level 3	Declined -4.3 points
Mathematics (3-8)		Low 56.5 points below level 3	Increased +9.7 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Although we are showing increased progress for our English Learners, there is a definite need for these students to receive strategic and intensive support in Math and ELA.
2. Additional support during the school day and after school is needed for our students to increase literacy skills in reading, writing, speaking and listening. Many of our EL students are at the Intermediate and Early Advanced level of the CELDT and are LTEL students who need more support to help them gain more language development in academic concepts, vocabulary, reading and writing. These skills will help them be more successful in all their content area classes.

School and Student Performance Data







Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		1044	High 15.6 points above level 3	Increased +3.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1044	High 15.6 points above level 3	Increased +3.7 points
English Learners		208	Low 46.7 points below level 3	Declined -4.3 points
Foster Youth		4	*	*
Homeless		18	Low 39.9 points below level 3	Maintained +0.5 points
Socioeconomically Disadvantaged		398	Low 12.2 points below level 3	Maintained +1 points
Students with Disabilities		165	Very Low 74.8 points below level 3	Declined -12.1 points
African American		48	Low 7.9 points below level 3	Declined Significantly -17.1 points
American Indian		1	*	*
Asian		30	Very High 72.3 points above level 3	Increased Significantly +35.7 points
Filipino		33	Very High 66.2 points above level 3	Increased Significantly +20.9 points
Hispanic		534	Medium 1.5 points below level 3	Increased +3.1 points
Pacific Islander		1	*	*
Two or More Races		29	High 18.4 points above level 3	Declined Significantly -22.6 points
White		368	High 33.5 points above level 3	Increased +3.6 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	127	Low 18.5 points below level 3	Maintained -1.6 points
EL - English Learner Only	81	Very Low 90.9 points below level 3	Declined -14.5 points
English Only	706	High 27.8 points above level 3	Increased +5.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. CA Dashboard indicators demonstrate that students in the subgroups of EL, Students with Disabilities, Socio-Economic, and African American are scoring far below standard and are continuing to demonstrate a decrease in progress in ELA.
2. Students who are struggling in ELA need targeted and strategic support during school and through after-school intervention opportunities to help them gain mastery in ELA which will help them develop literacy skills that can support them in all content area classes.

School and Student Performance Data








Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		1043	High 1.8 points above level 3	Increased +5.8 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1043	High 1.8 points above level 3	Increased +5.8 points
English Learners		208	Low 56.5 points below level 3	Increased +9.7 points
Foster Youth		4	*	*
Homeless		18	Low 51.7 points below level 3	Maintained -0.4 points
Socioeconomically Disadvantaged		398	Medium 25 points below level 3	Increased +9.4 points
Students with Disabilities		165	Very Low 109.4 points below level 3	Declined -8.6 points
African American		48	Low 28.4 points below level 3	Declined -7.7 points
American Indian		1	*	*
Asian		30	Very High 75.7 points above level 3	Increased Significantly +38 points
Filipino		33	Very High 66.1 points above level 3	Increased Significantly +24.9 points
Hispanic		534	Medium 18.3 points below level 3	Increased +6.2 points
Pacific Islander		1	*	*
Two or More Races		29	Medium 4.4 points below level 3	Declined Significantly -58.2 points
White		367	High 23 points above level 3	Increased +5.5 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	127	Low 28.2 points below level 3	Increased +3.5 points
EL - English Learner Only	81	Very Low 100.9 points below level 3	Increased +10.9 points
English Only	705	High 11.3 points above level 3	Increased +4.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. CA Dashboard indicators demonstrate that Students with Disabilities and African American students are showing significantly below average achievement in Math and have declined in their performance since last year.
2. Students with Disabilities need additional supports to help them increase their abilities in math and this will indirectly help their achievement in Science and other content area classes requiring Math application skills.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	86.4%	100.0%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	11.8 points above level 3	15.6 points above level 3
Mathematics	4 points below level 3	1.8 points above level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. English Learners all demonstrated positive growth in English language proficiency in the last year.
2. Students school-wide showed positive academic gains in both Math and ELA on the CAASPP exam.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.5% (31)	2.2% (25)
















Conclusions based on this data:

1. Through intentional work to build positive relationships with students on campus, student suspension rates declined school-wide.
2. Sierra Vista is working with intent to utilize progressive discipline techniques on campus to help students learn to make positive choices and understand how to make better future decisions.
3. Sierra Vista staff are placing more emphasis on implementing strategies from Capturing Kids' Hearts to help increase positive student behavior and redirection strategies.




School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. CA Dashboard indicators show that students in the subgroups of English Learners, SocioEconomically Disadvantaged, and Students with Disabilities are not achieving proficient scores on statewide assessments.
2. Students with Disabilities declined on the English and Math state assessments from 2016 to 2017.
3. English Learners declined in English on state assessments from 2016-2017. SocioEconomically Disadvantaged students have increased in Math and maintained in English state assessments from 2016 to 2017. .

Planned Improvements in Student Performance

School Goal #1

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

LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with
SCHOOL GOAL #1:
Goal #1: All students will increase significantly in both ELA and Math scores as measured by the California Dashboard.
Data Used to Form this Goal:
California Dashboard, Report Card Grades, Non-Promotion Rate, CAASPP scores, CELDT
Findings from the Analysis of this Data:
CA Dashboard indicators show that students in the subgroups of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are not achieving proficient

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 After school Teacher Support in all core subject areas</p> <p>To help develop positive, trusting relationships with students and to help support students in both potential career interests and other activities of interest in passion in life, extended learning, and social activities have been shown to positively increase student success and personal development. The cohort of students involved each semester will be led by a Sierra Vista teacher(s) and will help promote positive trusting adult relationships, develop leadership, enhance social skills, encourage positive behaviors, and provide students with engaging activities in a safe, structured environment.</p> <p>"After-school and summer learning programs have been shown to promote positive relationships among students, school personnel, and members of the community" (Pray, 2011). Research indicated that students, "who could benefit most from extended learning opportunities, typically have fewer opportunities to participate in high quality, affordable extended learning program. When school-age children and teen do not have access to such program are left unsupervised after school, they are more likely to receive a poor grade, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities</p>	<p>2018-2019 school year Fall and Spring Semester 15 weeks each semester Fall 8/27/18-12/14/18 Spring 1/22/18-5/10/18</p>	<p>Title I Coordinator Intervention Specialist Teachers</p>	<p>Title I Coordinator - 70 hrs @ \$34/hr = \$2,380 (OBJ 1130)</p> <p>Benefits for above paid @ 20.58% (\$2,380 X .2058 = \$489.80)</p> <p>Intervention Specialist will collaborate with Title I Coordinator, counselors, and teachers to identify at-risk students in each subgroup. Intervention Specialist will collect evidence of student attendance, student progress in intervention program and align with grades/progress in content classes.</p> <p>3.4 hours a week X 15 weeks X 1 teacher= 51 hours X 34.00 = \$1734.00 X two semesters =TOTAL of \$3468.00</p> <p>Benefits for above paid @ 20.58% (\$2,380 X .2058 = \$489.80)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>2,380.00</p> <p>490.00</p> <p>3468.00</p> <p>714.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supervised by responsible adults." (NEA Policy Brief) Student "participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved the linguistic and social development of ELLs (Pray, 2011). Moreover, helping ELL students improve their self-efficacy in mathematics not only supports their success in school but also can benefit all students in a school." (Pray, 2011). According to NEA, "Expanding access to after-school and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success" (Roekel).</p> <p>The School Site Council supports our increasing attention devoted to ensuring the social-emotional development of students, along with a desire to increase problem-solving and inquiry-based, cross-curricular learning, the addition of an after-school teacher support in a core subject area will help increase achievement in academic core subject areas. This will help supports success in all academic class and prepare them to be successful on statewide assessment.</p>			Four teachers will work three days a week for one hours each day to support students with ongoing academic concerns in content classes. 3 hours a week X 15 weeks X 4 teachers = 180 hours 180 hrs X \$34/hr = \$6,120.00 x 2 semesters = \$12,240.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	12,240.00
			Benefits for above paid @ 20.58% (\$12,240 X .2058 = \$2,518.99)	3000-3999: Employee Benefits	Title I, Part A - Allocation	2,519.00
			Tutoring Snacks for year (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Saturday Project Based Learning Academy</p> <p>To help develop positive, trusting relationships with students and to help support students in both potential career interests and other activities of interest in passion in life, extended learning, and social activities have been shown to positively increase student success and personal development. The cohort of students involved each semester will be led by a Sierra Vista teacher(s) and will help promote positive trusting adult relationships, develop leadership, enhance social skills, encourage positive behaviors, and provide students with engaging activities in a safe, structured environment.</p> <p>"After-school and summer learning programs have been shown to promote positive relationships among students, school personnel, and members of the community" (Pray, 2011). Research indicated that students, "who could benefit most from extended learning opportunities, typically have fewer opportunities to participate in high quality, affordable extended learning program. When school-age children and teen do not have access to such program are left unsupervised after school, they are more likely to receive a poor grade, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities</p>	Fall and Spring Semester (8 weeks each semester)	Title I Coordinator Teacher	Teacher (5 hrs @ \$34/hr X 8 weeks X 2 semester = \$2,720.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2,720.00
			Teacher will work to develop an eight week project based learning experience and showcase at the conclusion of each semester. Teacher will monitor student attendance, participation, and progress. Students will attend the academy for 3 hours each Saturday.			
			Benefits for above paid @ 20.58% (\$2,720.0 X .2058= \$559.78)	3000-3999: Employee Benefits	Title I, Part A - Allocation	560.00
			Materials estimated for each semester (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,000.00
			Snack and water (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	800.00
			T-shirts for 30 participants for year (OBJ 5811)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	464.00
			1 release day per semester for planning @ sub rate of \$125.00 X 2 semesters= \$250.00 (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	250.00
			Benefits for above paid @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	52.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supervised by responsible adults." (NEA Policy Brief) Student "participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved the linguistic and social development of ELLs (Pray, 2011). Moreover, helping ELL students improve their self-efficacy in mathematics not only supports their success in school but also can benefit all students in a school." (Pray, 2011). According to NEA, "Expanding access to after-school and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success" (Roekel).</p> <p>The School Site Council supports the addition of a project-based learning academy that will provide a collaborative, engaging, and academically focused weekend learning opportunity which will enhance students achievement, increase self-efficacy, help students connect more with school and encourage students to explore and develop interests.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 SV Maker Space Experience</p> <p>Creating a Maker Space experience on our campus will provide students with hands-on, real-world, creative and technology opportunities to develop their interests in coding, robot design, wind power, and circuitry. Through the purchase of several different instructional activity kits, students can develop inquiry and problem-solving skills. This experience will also increase social and interpersonal skills as students collaborate and work together to explore engineering and technology. As the Maker Space kits are not consumables, they are able to be used many times over the year and will provide access to all students. Students will have access to this experience during lunch through the library. We estimate that through this purchase 36 students may participate at one time. The manipulatives, math, and science involved in using the kits have the potential to spark future career interests and elective choices. Also, ELL and Students with Disabilities will be encouraged to practice their language and cooperative social skills.</p> <p>Maker Space studies indicate that students who get involved, "in a hands-on project learned more and demonstrated a deeper understanding..." [and] "...some students --especially groups traditionally underrepresented in</p>	SV Maker Space Experience will be open two days a week at lunch in library textbook room	Title I Coordinator School Media Specialist	Maker Space Kit Materials (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	665.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>science and engineering--the book-and-lecture format may not be the best way to engage students in learning." (Purdue University).</p> <p>The School Site Council supports the addition of the Maker Space materials to help increase 21st-century skills and student achievement.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 High-Interest Library Books and Magazines</p> <p>Increasing circulation and accessibility to books and magazines for independent reading will increase student access to high-interest, age-appropriate reading materials at a variety of reading levels.</p> <p>Studies show increased proficiency on test scores results by, " providing students equal guidance and access to print and digital resources, school librarians help close the gap between privileged and at-risk students" (Gretes, 2013). "Increased library spending correlates with higher test scores [and] better-funded school library media programs help to close the achievement gap for poor and minority students..." (Gretes, 2013).</p> <p>The School Site Council supports the addition of more high-interest literary materials available to a student, more students will enhance their reading skills which in-turn will increase their comprehension, interest in reading, and improve academically. Currently there is no district funding for purchasing books and magazines for school libraries throughout the district.</p>	2018-2019 school-year	Title I Coordinator Library Media Specialist	Streaming Plus from Discovery Education with PD materials (OBJ 5840 - Online subscription	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	2,600.00
			High Interest Books for Library Circulation with PD materials (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,662.00
			High interest magazine subscriptions (5 subscriptions) (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	160.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.5 Interactive Flat-panel TV</p> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.</p> <p>National studies in education (notably Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.</p> <p>Prowise offers the best solutions to our technology needs. The interactivity between the panels and our Chromebooks using the ProConnect software provide teachers with an amazing tool for engagement. In addition, the technology can improve time on task for students with ADHD. For instance, interactive whiteboards</p>	2018-2019 school-year	Title I Coordinator Instructional Coach PD Team	Prowise Interactive Flat-panel (OBJ 6450)	6000-6999: Capital Outlay	Title I, Part A - Allocation	8,759.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provide visual stimuli – such as the use of color to help highlight key ideas – that help these students attend for longer periods of time. Prowise interactive flat panels can be particularly powerful in special education classrooms and for students with individualized education plans because students get more opportunities to interact with the content in engaging ways.</p> <p>There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook, student understanding, and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.</p> <p>The School Site Council members agree that student achievement will improve the ability to present material using a Prowise Interactive Flat Panel in all classrooms. Parents are most supportive of the school providing technology for their students to use on a daily basis.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 IXL Math</p> <p>Many students need additional support outside the 48-minute class period to help with mastery of mathematical concepts and skills. Most students do not have access to private tutoring or academic support at home.</p> <p>The IXL Software program is aligned to Common Core Content standards and provides students with skills practice, application, and immediate feedback. Students that need more support with a concept can learn through the feedback and guidance provided by the IXL program pertaining to the skills they are struggling with. The program increases skill level as students demonstrate mastery of concepts. Students are provided with unlimited practice questions that are tailored to the math concept they are practicing. Teachers are able to track student progress through the software which provides them with another assessment tool to help evaluate and identify students mastery and areas of continued identified growth needs. Research, conducted by Stobaugh, Chandler & White (2015) "concluded that the interventions, which included the use of IXL Math, helped the high school show widespread improvement at the school level and in individual student gains." "Technology has been used effectively to support mathematics curricula that focus on</p>	2018-2019 school-year	Title I Coordinator AP Math Department Chair Teachers	800 additional subscriptions for school wide implementation of IXL (OBJ 5840 - Online subscription)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	6,400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>problem-solving...[and] students participating in such technology-supported learning experiences have demonstrated a superior conceptual understanding of math topics that students receiving traditional instruction" (SIIA, 2000).</p> <p>The School Site Council supports the fact that student achievement will increase through a school-wide use of the IXL program and the availability for students to use this program on campus, at home, and in after-school intervention program offerings.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.7 Purchase 3 Digital Presenters (document cameras) for all Classrooms</p> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.</p> <p>National studies in education (notably Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.</p> <p>There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a</p>	2017-2018	Title I Coordinator Instructional Coach PD Team	3 Document Cameras (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,785.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>textbook, student understanding, and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve the ability to present material using ELMO digital presenters in all classrooms. Parents are most supportive of the school providing technology for their students to use on a daily basis.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.8 LCD projectors for all classrooms</p> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.</p> <p>National studies in education (notably Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.</p> <p>There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook, student understanding, and achievement increases. Parent</p>	2017-2018	Title I Coordinator Instructional Coach PD Team	Purchase of 1 DLP Projector (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	780.00
			Purchase of 1 LCD Projector (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	625.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.</p> <p>The School Site Council support the fact that student achievement will improve the ability to present material using LCD projectors in all classrooms. Parents are most supportive of the school providing technology for their students to use on a daily basis.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.9 Supplemental Fine Art Materials</p> <p>Through the purchase of additional materials for the art class, students will increase literacy and conceptual skills. The purchase of Scholastic Art magazine will help support English Language Arts skills and directly ties with Common Core State Standards. This subscription will help infuse more reading and writing into students experience within their Art elective. Much of the magazine features nonfiction essays with will help with reading comprehension and vocabulary development, along with exposure to real-world artistic appreciation. The writing component provided within the magazine will help students increase skills with using evidence to support their claims. Through the purchase of some art supplies such as projectors, compasses, triangles and finger grip rulers, this will allow art activities to tie in real-world concepts that apply the spacial and mathematical practice. Students will use supplies to study and create geometric shapes, mandalas, and tessellations. Students will learn how to measure lengths, use fractions, utilize radius/diameters, and measure angles to create artistic projects that mirror mathematical concepts.</p> <p>Studies show, "at-risk and failing students revived by immersion in arts programs offer such suggestions—including that students</p>	2018-2019 school year	Title Coordinator Art Teacher	Scholastic Art subscriptions (class set of 32 at \$8.99 each) (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	288.00
			Geometry/Drawing Set (class set of 32 at \$3.73 each) (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	120.00
			12" Fingergrip Rulers (each set is 12 @ \$12.70) (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	39.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>benefit from engagement inspired by the complexities of the arts in well-drawn programs. [The] arts can attract students who have been pushed away from other opportunities for success in school. [As] at-risk students frequently characterize their success as a consequence of induced or revived enthusiasm for school attained through the arts...higher engagement includes observations that children in schools with high levels of arts experiences are generally more engaged and motivated in school" (Catterall, 2007).</p> <p>The School Site Council supports purchasing these supplies will help increase student's self-efficacy, motivation, and school engagement, visual and special abilities, along with, literacy skills that will help students increase student achievement on statewide assessments in math and English.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.10 "Reading Counts" School Subscription</p> <p>Obtain Reading Count's subscription that includes tech support through Houghton Mifflin Harcourt. This research-based reading program provides assessments for reading comprehension for thousands of high interest and engaging books. Students read the books and take corresponding quizzes. This program provides teachers with reports and data to help measure comprehension and vocabulary skills.</p> <p>Studies indicate that students make the most progress in reading when provided with texts that match their reading level. As students begin to receive immediate feedback in achieving their reading goals there is an increase in motivation which effectively impacts learning. The feedback helps students review areas of individual need and helps to promote growth towards greater mastery (Reading Counts).</p> <p>The site council feels with Reading Counts more students will enhance their reading skills which in-turn will increase their ability to comprehend and increase fluency and literacy skills.</p>	2018-2019 school year	Title I Coordinator Library Media Teacher English Teacher	Reading Counts School Subscription of 1100 students (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,550.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.11 Graphing Calculators</p> <p>Purchase 1 class set of 40 graphing calculators for use in math classes to help students with statistics and graphing capabilities. Students using these calculators will have practice in using functions for trigonometry, data analysis, and statistics which will continue to prepare them for the challenging mathematical skills in more advanced courses in high school. The site council believes that access to these calculators will help increase student mastery of Common Core Math Practice Standards and the rigor of state curriculum which now includes aspects of Trigonometry, Pre-Calculus, and Statistics. Students who might be disengaged in a lesson with paper and pencil are more engaged when presented with technology components found in a graphing calculator. Use of these calculators will further help students more easily see how data is related in a concrete manner. Through the use of these calculators, students will be exposed to more real-world problem sets in mathematics.</p> <p>Research indicates that "One of the prevalent claims for the use of graphing technology in mathematics courses is the improvement of conceptual understanding and visualization of mathematical concepts." Studies "...found significantly higher achievement for students who used calculators for</p>	2018-2019 school Year	Title I Coordinator Math Department Chair Math 8 Teachers	Graphing Calculators (class set of 40) (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	4,150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>problem-solving, computation, and conceptual understanding compared to students who did not use calculators. A significant difference also existed in the attitudes of students favoring those who used calculators in mathematics classes when compared to the attitudes of those who did not use calculators. Positive significant differences were found in the overall achievement of students in grades three, seven, eight, nine and 10 who used calculators in mathematics classes as opposed to those who did not use calculators." (Barton, 2000; retrieved from archives.math.utk.edu/ICTCM/VOL13/C025/paper.pdf)</p> <p>The School Site Council supports the purchase of a class set of graphing calculators to increase student proficiency in graphing skills which will directly support student achievement in math and Science.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.12 Supplemental Science Equipment</p> <p>Through the purchase of additional Science Equipment, students will experience more hands-on learning experiences to help them develop higher engagement and exposure to relevant experiential learning. Through the purchase of frogs, all 7th-grade students will have the opportunity to experience real dissection that helps develop relevance and ties in all the concepts learning through the units of body systems and ecology. This hands-on experience will help students experience career-related skills tied to the science and medical fields. Students will further apply their knowledge of lab safety through a concrete learning experience.</p> <p>Research indicates that "dissection gives students first-hand experience in seeing the subject matter. This unique hands-on learning environment can impart an appreciation and understanding of anatomy, unparalleled by second-hand teaching techniques." Furthermore, "The hands-on approach of dissection allows students to see, touch and explore the various organs. Seeing organs and understanding how they work within a single animal may strengthen students' comprehension of biological systems. When applied to their own bodies, this may then translate to a greater understanding</p>	2018-2019 school year	Title I Coordinator Science Department Chairs Science Teachers	20 Beakers (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	160.00
			200 Test tubes (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	56.00
			600 Potting Plants (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	126.00
			200 Double Injected Frogs (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,001.00
			27 Vernier Photo gates (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,215.00
			27 Vernier Temp. Probes (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,053.00
			27 ABSCL Compact Scales (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,556.00
			27 Specialty Scales (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,795.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>of human biology." This type of experience allows students towards "greater assimilation of information, enhanced understanding of the subject matter and the ability to recall the biological science behind the specimen" (EduLab, 2016; retrieved from http://www.edulab.com/news/the-importance-of-dissection-in-biology).</p> <p>The School Site Council supports the purchase of these frogs to integrate a real-world opportunity for students to participate in labs.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.13 History Re-enactment Days</p> <p>A reenactment is the re-creation of a scene, time period, or event, done as authentically as possible by a group of people (Vermont Volunteers). When people attempt to go back in time through reenactment, they experience a culture that is alien to them. The people of the past not only practiced different customs, but also held different attitudes and values, making it very difficult for students of the 21st century to interpret their lives.</p> <p>"Bringing a 'character' into the classroom brought history alive. The students were learning without knowing they were learning." (Daniels, 2010). Also, re-en actors can help with literacy in the classroom and help with cross-curricular learning. Students are engaged in higher-level thinking; they are cooperating with one another and trying to explain verbally the scenario. The students are using their thinking and explanation skills in a rigorous manner. Dramatic reenactments offer multiple ways for students to learn and organize content and skills. Learning must be meaningful, integrative, value-based, challenging, and active. Reenactments can incorporate all five of these elements. Students must construct their knowledge about the past by deconstructing their understandings of the present. An educational re-</p>	2017-2018 school year	Title I Coordinator History Department Chair History Teachers	<p>History Department will have one re-enactment day for both 7th and 8th grade students each semester. (OBJ 5810)</p> <p>Additional materials re-enactment events (OBJ 4310)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>1,400.00</p> <p>600.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>enactment takes an in-depth cultural experience of participating and joins it with the educational structure of a social studies classroom. Students can better understand the conflicts, political issues and community problems from the given era. Historical reenactments, as in role-playing activities, are flexible enough to reflect students' interests and to capitalize on local resources.</p> <p>The School Site Council supports the bringing reenactments to school and believes they are valuable because they offer opportunities for students to synthesize information, role play, discover what people valued at a given point in time, and participate in re-created historical events. The council believes this type of activity will help increase student engagement resulting in greater academic success for all students.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.14 Supplemental Design / Engineering Materials</p> <p>Having a 3D printer accessible for English Learners will encourage, both academic and content specific language acquisition through hands-on, project-based learning that stimulates recall of the lessons taught in multiple academic disciplines, such as math, English, history, and science. Additionally, students will be creatively inspired and motivated to produce custom projects due to the instant feedback since they can watch their projects come to life quickly. 3D printers promote problem-solving skills and teach students to assess and adjust or modify their projects in real time throughout the various stages of development. Furthermore, since 3D printing is growing in popularity and has created a new job market, students will have this engineering experience prior to entering the job market.</p> <p>The NMC Horizon Project identified 3D printing as a technology that would have a major impact on STEM and said some major reasons 3D printers benefit education are: they create excitement on campus, serve as a compliment to STEM curriculum, give access to materials not available before, and promote problem-solving while opening up new possibilities for learning. The NMC Horizon "Technology Outlook: STEM+ Education 2013-2018" report</p>	2017-2018 school year	Title I Coordinator Design/Engineering Teachers Elective Teachers Library Media Specialist	Purchase 3D Printer technology kit (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,949.00
			MakerBot Replicator 3D Printer (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2,825.00
			Filament for 3D Printer - 10 spools (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	178.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>stated that 3D printing would find mainstream adoption in schools within two to three years, calling the growing interest in rapid prototyping a “clear indicator” that it is “worth following closely.”</p> <p>The School Site Council supports the addition of a 3D printer to encourage student's problem-solving skills, inspire creativity, enhance technology, promote careers, and increase student engagement and motivation in inquiry-based learning which will increase student achievement.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.15 Supplemental Video Production Technology</p> <p>Through the purchase of updated technology equipment for the Video Production Elective students will begin to utilize equipment that aligns more closely with our year-long SV Life Digital Media Journalism class and feeder high school Television Broadcast Production courses. Within Video Production, students develop literacy through writing and production of several video products. They develop increased communication and collaboration skills with peers. Students enhance problem-solving and decision making skills. Perseverance, resiliency, and self-efficacy development occurs through the hands-on focus on this elective.</p> <p>Video Production Electives help students make, "the connection between visual, clues, the memory process, and the recall of new knowledge" through facilitating thinking and problem solving (Shepard & Cooper, 1982) (Mayer & Callini, 1990). This course also helps with mastery learning through an opportunity for students to "view complex clinical or mechanical procedures as many times as they need to. The interactive features of modern web-based media players can be used to promote active viewing approaches with students." (Galbraith, 2004). School Site Council supports the purchase of this</p>	2018-2019 school year	Title I Coordinator Video Production Teachers	Purchase Video Production equipment and technology (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	999.00
			Purchase 4 portable laptop flat screen devices (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,768.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>updated equipment to provide a real-world opportunity for students to participate in an elective offering concrete learning experiences. Research indicates, "the benefits of using video to produce authentic learning opportunities for students and how [this] encourages[s] academic rigor." (Kearny and Campbell, 2010) (Kearney and Schuck, 2006).</p> <p>The School Site Council believes this purchase will help increase student technology, literacy, and interpersonal skills while enabling students to be more prepared for 21st-century learning and these skills will increase student achievement in their other content areas.</p> <p>In searching for specific products, the Video Production Teacher might choose to specifically purchase the 4- - IOgrapher Build Your Own Bundles that includes a logrpaher Mutli Use Tripod, RODE SC7 TRS to TRRS Patch Cable, RODE Video Mic Go, IOgrapher Filming Case 9.7 Inch Pro and iPads.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.16 Choir Microphones</p> <p>Through the purchase of updated technology equipment for the Choir Elective students will begin to utilize equipment that enhances sound and elevates the quality of their performances for all stakeholders at Sierra Vista. Within Choir, students develop their vocal talents, learn to read music and develop tone, pitch, and listening abilities. They develop increased communication and collaboration skills with peers. Perseverance, resiliency, and self-efficacy development occurs through this elective.</p> <p>Research indicates that "Music listening, learning to play piano and keyboards, and learning piano and voice all contribute to spatial reasoning. " Spatial reasoning is required for, "... mathematics, reading and verbal competence, and writing ability. Spatial reasoning is also fundamental to any planning task— a capacity without which we would have trouble organizing our daily lives" (Catterall).</p> <p>The School Site Council supports the purchase of updated choir microphones and believes that this will help increase student success not only in Choir, but will help enhance student achievement in students' math and literacy development.</p> <p>In searching for specific products, the</p>	2018-2019 school year	Title I Coordinator	Microphones (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	401.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Choir Teacher might purchase 3 Side-Address Cardioid Condenser Microphones with XLR-XLR cable (Model: PGA181-XLR).						

Planned Improvements in Student Performance

School Goal #2

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

LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with
SCHOOL GOAL #2:
Goal #2: Raise the academic progress for EL, SPED, and SED in ELA and Math as measured by the CA Dashboard.
Data Used to Form this Goal:
California Dashboard, Report Card Grades, Non-Promotion Rate, CAASPP scores, CELDT
Findings from the Analysis of this Data:
CA Dashboard indicators show that students in the subgroups of English Learners, Socio-Economically Disadvantaged, and Students with Disabilities are not achieving proficient

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Targeted English After-school Intervention</p> <p>Based on our CAASPP data, students in specific subgroups (e.g. English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged) are not demonstrating proficiency in English.</p> <p>Through smaller, after-school intervention classes these students will focus on increasing specifically targeted individual learning needs in English to help them increase their mastery of literacy skills which will help them achieve greater academic success in all content areas. Student "participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved the linguistic and social development of ELLs (Pray, 2011). Moreover, helping ELL students improve their self-efficacy in mathematics not only supports their success in school but also can benefit all students in a school" (Pray, 2011).</p> <p>According to NEA, "Expanding access to after-school and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success" (Roekel). Research shows that because students come to school from a variety of different backgrounds, home life situations, and</p>	<p>2018-2019 School Year</p> <p>Fall 8/20/18-12/14/18 Spring 1/22/19-5/20/19</p>	<p>Title I Coordinator Intervention Specialist Teachers</p>	<p>1 Teacher X 4hrs a week @ \$34.00 X 16 weeks= \$2176.00 X two semesters = \$4352.00 (OBJ 1130)</p> <p>Benefits @ 20.58%</p> <p>1 Planning Day per semester @ sub rate of \$125.00 X two semesters = \$250.00 (OBJ 1160)</p> <p>Benefits for above @ 20.58%</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>4352.00</p> <p>896.00</p> <p>250.00</p> <p>52.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>experiences, providing extra support for them academically before and after school can be just as important as the academic education they receive during the school day. (NEA Policy Brief).</p> <p>The School Site Council supports that having the after school targeted intervention will help students who need extended academic instruction outside of the regular school day. The School Site Council believes that this will help increase achievement on statewide assessments and increase student competency in English. This will help students success in all academic classes and prepare them to meet more challenging academic content in high school.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Targeted Math After-school Intervention</p> <p>Based on our CAASPP data, students in specific subgroups (e.g. English Language Learners, Students with Disabilities, SocioEconomically Disadvantaged) are not demonstrating proficiency in Math.</p> <p>Through smaller, after-school intervention classes these students will focus on increasing specifically targeted individual learning needs in Math to help them increase their mastery of mathematical comprehension and problem-solving skills which will help them achieve greater academic success in subsequent math courses, Science, and other content courses when math concepts are integrated. Student "participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved the linguistic and social development of ELLs (Pray, 2011). Moreover, helping ELL students improve their self-efficacy in mathematics not only supports their success in school but also can benefit all students in a school" (Pray, 2011).</p> <p>According to NEA," Expanding access to after-school and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success" (Roekel).</p>	<p>2018-2019 School year</p> <p>Fall 8/20/18-12/14/18</p> <p>Spring 1/22/19-5/20/19</p>	<p>Title I Coordinator Intervention Specialist Teachers</p>	1 Teacher X 4hrs a week @ \$34.00 X 16 weeks= \$2176.00 X two semesters = \$4352.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	4352.00
			Benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	896.00
			1 Planning Day per semester @ sub rate of \$125.00 X two semesters = \$250.00 (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	250.00
			Benefits for above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	52.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before and after school can be just as important as the academic education they receive during the school day (NEA Policy Brief).</p> <p>The School Site Council supports that having the after school targeted intervention will help students who need extended academic instruction outside of the regular school day. The council believes that this will help increase achievement on statewide assessments and increase student competency in Mathematics. This will help students success in all academic classes and prepare them to meet more challenging academic content in high school.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Increased hours for Bilingual Instructional Assistants</p> <p>Our Bilingual Instructional Assistants currently work 5 hours a day which offers gaps in the amount of support available for our English Learners. With 10% of our students designated as second language learners, there is a need for additional bilingual support in the classroom. EL students are integrated into math, Science, History, Elective and PE courses with general education students. Providing additional BIA support throughout the day will help student support in their content area classes with language and vocabulary development.</p> <p>The School Site Council supports the additional hours for BIA support. Student achievement for English Language Learners will improve through more direct language support in all their classes.</p> <p>Therefore, with the additional hours, BIAs will be at full staffing and can support students and the classroom teacher to employ key strategies for EL instruction throughout the entire school day.</p>	2018-2019 school year	Title I Coordinator ELD Administrator ELD Coordinator Bilingual Instructional Assistants	<p>Increase 3 BIAs hours each day by 1 hour for 180 days= 540 hours annually The Salary of 3 BIAs at SV are (\$16.31/\$18.03/\$19.46 per hour) or \$53.80 dollars total X 180 days= \$9,684.00 (OBJ 2130)</p> <p>Benefits at 28.20% = \$2730.89 Total cost of \$12,414.89</p>	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	9,684.00
			Benefits of above @ 28.20%	3000-3999: Employee Benefits	Title I, Part A - Allocation	2731.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 Increased Literacy & Math Curriculum Support Materials For Students with Disabilities</p> <p>Through the purchase of additional classroom materials, a student will experience more hands-on learning experiences to help them develop higher engagement and exposure to relevant experiential learning. The purchase of magazines will increase student access to high-interest, age-appropriate fiction and non-fiction articles. Research indicates that "school librarians help close the gap between privileged and at-risk students" (Gretes, 2013). "Increased library spending correlates with higher test scores [and] better-funded school library media programs help to close the achievement gap for poor and minority students" (Gretes, 2013).</p> <p>The hands-on manipulatives will increase mathematical skills as students are able to visualize the concepts of math. Students will enjoy more hands-on learning through different activities to support fundamental math skills. Studies demonstrate that game-based math learning will boost reasoning, understanding of concepts, and aides in problem-solving. Utilizing these strategies in the classroom will help close the achievement gap without students having to be leveled by ability. (Duncan, 2015). The purchase of a MeMoves site license will help students as this program</p>	2018-2019 school year	Title I Coordinator Special Education Dept Chair Special Education teachers	Scholastic SCOPE Subscription for use in SC1, SC3 and SC7 for additional literacy (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	275.00
			MeMoves multimedia program (1 license for 2-year subscription) (OBJ 5840)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	150.00
			SPED Math Games (Bingo, Dominoes, Fraction Cubes, Fraction Title (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	550.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>calms the nervous system and helps students be more ready to learn and connect. MeMoves is a patented, sensorimotor program that uses music, rhythmicity, patterns, repetition, emotion, and movement in a unique way, designed to increase compliance and effectiveness. MeMoves quickly activates the parasympathetic nervous system to increase calm and attention. Research indicates student off-task behavior was greatly reduced through the use of this program. The program helps individuals struggling social by building social and emotional learning (MeMoves study). "Educational technology has significant positive effects on student attitudes for special need populations" (SIIA, 2000).</p> <p>The School Site Council supports the purchase of these materials to provide additional opportunities for students to learn through more concrete learning experiences and believes the addition of high-interest literary materials available to students will enhance their reading skills which in-turn will increase their comprehension, interest in reading, and improve academically.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 Supplies for Homeless & Low-income Students</p> <p>Supplies to meet basic needs of low-income students. Maslow's Hierarchy of Needs finds that in order for students to achieve and reach the highest level (self-actualization) their basic needs must be met. Support to allow students to have the necessary tools to complete homework and project assignments.</p> <p>The School Site Councils supports students having access to necessary school supplies and transportation when needed will help increase their self-efficacy and increase their motivation. This will lead to increased test scores and help with equity for these students.</p>	2018-2019 school year	Title I Coordinator Counselors	Purchase backpacks, binders, and other supplemental school supplies, bus passes to provide to at-risk students (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.6 Special Education Field Trips</p> <p>Curriculum supported field trips enhance academic achievement for all students through real-world experiential learning. Many of our at-risk students need relevant, hands-on-learning experiences that visits to museums, outside agencies, and field trips provide. Our students with disabilities need additional support with students who attended outside field trips demonstrated stronger critical thinking skills, displayed higher levels of tolerance, possess more historical empathy and developed a taste for being a cultural consumers in the future (2013).</p> <p>Studies show that, "students who go on field trips become more empathetic and tolerant....students that participate in a field trip ...show increased empathy, tolerance and critical thinking skills" (Exploreable Places, 2018).</p> <p>The School Site Council feels it is important to expose students to life experiences to enhance their curriculum, develop connections to learning, and increase critical thinking.</p>	2018-2019 school year	Title I Coordinator Special Education Dept Chair Special Education Teachers Administration	Transportation for 50 students 1 trip in fall/1 trip in spring (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	1,000.00
			Admissions fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1,000.00
			Motivational Speaker (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	500.00
			Incentives for positive student achievement, attendance, and citizenship (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,000.00
			Food for Fun Friday Award Days (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	500.00

Planned Improvements in Student Performance

School Goal #3

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

LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.
SCHOOL GOAL #3:
Goal #3: Decrease the number of behavior incidents and bias motivated acts related to cultural issues on campus through a campus-wide focus on positive relationships.
Data Used to Form this Goal:
California Dashboard Suspension rates, Class Suspension rates, Bias Incident Reports, Student D/F data, Non-promotee Data
Findings from the Analysis of this Data:
CA Dashboard indicators show a decline of 1.8% in ALL student suspension rates at Sierra Vista since 2014/2015 school year. This decline school-wide is attributed to the implementation of the Capturing Kids' Hearts program in fall of 2015. While there was a slight decline in suspension rates for SocioEconomically Disadvantaged students from 2015/16 to 2016/17 of .4%, suspension rates for English Learners increased by 3.1% and Students with Disabilities increased by 3.6%. There was an increase in suspension rates for African American students by 2.4%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Capturing Kids Hearts</p> <p>The Flippen Group Capturing Kids Hearts Training for new teachers and current classified staff. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students create a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Since the implementation of Capturing Kids' Hearts at Sierra Vista in fall of 2015, we have seen a decrease in student suspension rates, discipline referrals, and increased student achievement. Research gathered by the Flippen group highlights that schools with implemented Capturing Kids' Hearts program report a reduction in referrals by an average of 22%, an increase in higher attendance rates by 2.4%, an increase in student self-esteem, attitude towards collaboration, personal development, student-parent communication, and decrease in reported student rates of loneliness (Flippen Research Summary 2008-2009).</p> <p>The Site Council supports providing training so that the Capturing Kid's Hearts program will be implemented school-wide and believes that this</p>	Fall 2018	Principal Title I Coordinator Office Manager	Consultant from Capturing Kids' Hearts to train untrained SV staff (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	24,500.00
			Travel expenses for consultant (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1,500.00
			Food for Two Days (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,000.00
			Sub costs: 18 teachers X \$125 X 2 days = \$4500.00 Benefits @ 20.58%=\$926.10 = 5,426.10 (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	4,500.00
			Benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	927.00
			Sub costs: Essential Classified (6 @ 8hrs+2 @ 5.5hrs+1 @ 6hrs) X \$16.67 X 2 days=\$2167.10 Benefits @ 28.2%=\$611.12 Total=\$2778.22 (OBJ 2160 for IA's and OBJ 2260 for other supportive staff)	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	2168.00
			Benefits of above 28.2%	3000-3999: Employee Benefits	Title I, Part A - Allocation	612.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will help support social-emotional learning, student achievement, and increase positive school climate on campus.						
<p>3.2 Professional development books for staff</p> <p>Professional Development books for staff learning, book talks, staff literature circles. It is important that teachers deliver the right attitude to students about learning and their possible potential. "Research...has demonstrated the effects of teachers on student achievement. They [the researchers] show that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediation for up to three years late" (Tucker and Stronge, 2005).</p> <p>The Site Council supports providing the Leadership and PD team with books for reading and discussing these books as a team during monthly collaborations will help to develop and provide effective research-based practices for staff to use in their instructional lesson designs.</p>	2018-2019 school year	Title I Coordinator Lit Coach Principal Leadership Team PD Team	20 Leadership PD books @ \$25.00 a book = \$500.00 each semester X 2 semesters = \$1,000.00 (PD Books OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 Teen Leadership Class</p> <p>Through increasing opportunities for enhancing student's personal growth, development of leadership skills and real-world problem solving skills, and increased communication abilities, the addition of Teen Leadership as an Elective offering at Sierra Vista will provide further opportunities for junior high students to discover self-awareness, build self-confidence, and develop life-long skills that will help them as they continue to pursue more challenging academics and prepare for careers.</p> <p>"Secondary school students have the ability to develop leadership skills via decision-making, getting along with others, learning the organization of self, self-awareness, and working with groups through taking part in many youth leadership organizations in school and/or community activities" (Karagianni & Montgomery, 2018). Research finds that "what occurs during the developmental years can have an impact on the leadership behaviors exhibited later in the workplace as an adult" (Karagianni & Montgomery, 2018).</p> <p>The School Site Council supports the addition of this Teen Leadership class and believes that this will help increase student self-efficacy skills and increase their academic success.</p>	2018-2019 school year	Title I Coordinator Teacher	Online Training for Teen Leadership Class and Hard Copy Teacher's Edition through Flippen Group (Online = OBJ 5840)	4000-4999: Books And Supplies	Title I, Part A - Allocation	295.00
			Sub coverage for teacher to attend online training (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	125.00
			Benefits for above @20.58% = 25.73	3000-3999: Employee Benefits	Title I, Part A - Allocation	26.00
			Sub coverage for teacher planning time (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	125.00
			Benefits for above @20.58% = 25.73	3000-3999: Employee Benefits	Title I, Part A - Allocation	26.00
			80 consumable workbooks @ \$8.75 books = 700.00 w/ tax and shipping is 844.00 (OBJ 4330)	4000-4999: Books And Supplies	Title I, Part A - Allocation	844.00
			Middle School Course Leader guide (1 hard copy teacher's edition = \$100.00 w/tax and shipping OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	121.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.4 Enrichment Activities</p> <p>To help develop positive, trusting relationships with students and to help support students in both potential career interests and other activities of interest in passion in life, extended learning, and social activities have been shown to positively increase student success and personal development. These learning opportunities will be led by Sierra Vista teachers and will help promote positive trusting adult relationships, develop leadership, enhance social skills, encourage positive behaviors, and provide students with engaging activities in a safe, structured environment. "After-school and summer learning programs have been shown to promote positive relationships among students, school personnel, and members of the community" (Pray, 2011). Research indicated that students, "who could benefit most from extended learning opportunities, typically have fewer opportunities to participate in high quality, affordable extended learning program. when school-age children and teen do not have access to such program are left unsupervised after school, they are more likely to receive a poor grade, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities supervised by responsible adults" (NEA Policy Brief).</p>	2018-2019 school year	Title I Coordinator Administration Certificated Staff	<p>Teacher salary of \$34.00 X 2hrs sessions X 10 sessions a year=\$680.00 (OBJ 1130)</p> <p>Benefits @ 20.58% = \$139.95 Total=\$819.94</p>	<p>1000-1999: Certificated Personnel Salaries</p>	Title I, Part A - Allocation	680.00
			benefits @ 20.58%= 139.95	3000-3999: Employee Benefits	Title I, Part A - Allocation	140.00
			supplies and materials for enrichment activities (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,395.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School Site Council supports the addition of after-school enrichment learning activities to encourage students to explore their interest and develop interests to further ensure the social-emotional development of our students.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.5 Intramurals Program</p> <p>After conducting our school-wide comprehensive needs assessment, evidence indicates a lack of athletic opportunities for students to be involved in at the Junior High level. All our comprehensive high schools have highly competitive sports programs that we guide our students into.</p> <p>National research indicates that the more involved students are in co-curricular and extra-curricular programs, the more successful they are academically. Much of the research points to a higher motivation factor, positive adult role models, and the need to succeed academically in order to be eligible to participate.</p> <p>Increased participation in Intramural Programs also contributes to active healthy lifestyles, creating a sense of belonging to the school environment, and connection with teachers and peers outside the classroom. (See attached research articles on Action for Healthy Kids and Components of a Comprehensive School Physical Activity Program.)</p> <p>Many of our students come from low-income families without the ability to enroll in community sports programs. Students often excel in physical education classes within the school day, but because of lack of</p>	<p>2018-2019 school year</p> <p>1 Intramural Program each month: Sept, Oct, Nov & Feb, March, April, May</p>	<p>Title I Coordinator Administration Teachers Classified</p>	Teacher pay of \$34.00/hr X 84hrs=\$2856.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2856.00
			benefits for above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	588.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>personal funds, they have no additional opportunities to develop athletic abilities outside the regular 48-minute class period.</p> <p>Our grass fields and basketball courts are full of students wanting to play basketball and football on their own time before school, at brunch, lunch, and after school - without an organized sports program to guide them.</p> <p>The School Site Council supports the expansion of an Intramural program to be held after school, to enable better relationships, more positive peer connections, and personal physical fitness.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.6 Empowering Girls While Building Relationships Group</p> <p>Girls need the support from different relationship to foster a spirit that can conquer all things. School-age girls often need assistance when trying to develop self-esteem and confidence in a world where they may be confronted with obstacles that stand in their way. This group will offer an opportunity for girls to develop skills that will assist them as they continue on their path. The purpose of this small group is for girls to be given the opportunity to talk about their thoughts and feelings as they complete their junior high years. They will also be able to self-reflect as they complete junior high years. They will be able to be self-reflect and come up with strategies that they will need as they leave junior high and enter high school. This safe, confidential space for students will enable them to share their experiences and learn about those of others.</p> <p>Research indicates that supports individuals of all ages and abilities in working to set and accomplish their goals and aspirations. These types of groups foster an emphasis on growing the whole person (e.g. social, emotional, cognitive, physical and spiritual). Through purposeful activities tied to the development of personal and environmental needs helps increase well-being for an individual with disabilities and other</p>	2018-2019 School Year	Title I Coordinator Counselors/Admin Certificated Staff	10 sessions each year (1 hour each/\$34) = \$340 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	410.00
			benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	70.00
			Sub costs: 1 teacher X \$125.00 X 1 day. (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	125.00
			benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	26.00
			Supplies/materials @ \$50.00 max per session (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>life circumstances that need additional support to meet their goals and aspirations (Heyne & Anderson, 2011).</p> <p>The School Site Council supports adding this group to help student self-efficacy, self-esteem, and build positive relationships with students and trusted adults on campus which will lead to increased student achievement.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.7 Encouraging Young Men While Building Relationships Group</p> <p>Boys need the support from different relationships to foster a spirit that can conquer all things. School-age boys often need guidance when trying to develop self-esteem and confidence in a world where they may be confronted with obstacles that stand in their way. This group would offer an opportunity for boys to develop skills that will assist them as they continue on their path. The purpose of this small group is for boys to be given the opportunity to talk about their thoughts and feelings as they complete their junior high years. They will also be able to self-reflect and come up with strategies that they will need as they leave junior high and enter high school. This is a safe and confidential space for students to be able to share their experiences and hear the experiences of others.</p> <p>Research indicates that supports individuals of all ages and abilities in working to set and accomplish their goals and aspirations. These types of groups foster an emphasis on growing the whole person (e.g. social, emotional, cognitive, physical and spiritual). Through purposeful activities tied to the development of personal and environmental needs helps increase well being for an individual with disabilities and other life circumstances that need additional support to meet their</p>	2018-2019 School Year	Title I Coordinator Counselors/Admin Certificated Staff	10 sessions each year (1 hour each/\$34) = \$340 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	410.00
			benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	70.00
			Sub costs: 1 teacher X \$125.00 X 1 day. (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	125.00
			benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	26.00
			Supplies/materials @ \$50.00 max per session (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>goals and aspirations (Heyne & Anderson, 2011).</p> <p>The School Site Council supports adding this group to help student self-efficacy, self-esteem, and build positive relationships with students and trusted adults on campus which will lead to increased student achievement.</p>						

Planned Improvements in Student Performance

School Goal #4

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

LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

SCHOOL GOAL #4:

Goal #4: We will reduce the number of students failing courses and increase the number of students promoting to high school.

Data Used to Form this Goal:

California Dashboard, Report Card Grades, Non-Promotion Rate, CAASPP scores, CELDT

Findings from the Analysis of this Data:

CA Dashboard indicators show that students in the subgroups of English Learners, SocioEconomically Disadvantaged, and Students with Disabilities are not achieving proficient scores on statewide assessments. Students in these subgroups are scoring lower than our school-wide and district average in English Language Arts and Mathematics. Students with Disabilities declined on the English and Math state assessments from 2016 to 2017. English Learners declined in English on state assessments from 2016-2017. SocioEconomically Disadvantaged students have increased in Math and maintained in English state assessments from 2016 to 2017. African American and Two or More Races students declined on English and Mathematics state assessments from 2016-2017. EL-Reclassified students maintained on the English and increased on Math state assessments from 2016-2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 Family Resource Nights</p> <p>Many of our families need support and guidance in supporting their students socially, emotionally, and academically. Family Resource Nights provide targeted learning evenings providing parents additional support and strategies to help increase their school success for their students. Workshops topics will include: school success; social-emotional issues; literacy; mathematics; and other topics relevant to student achievement. These events increase parent/student connection to school which impacts school attendance.</p> <p>Studies report that, “conducting family workshops...and connecting parents with school contact persons...,” helps improve attendance rates (Gandy & Schultz, 2007). Parent education is a critical piece of student success. Olden & Fuller (2008) indicate parents who are involved in their children’s learning are more inclined to support students at home which directly benefits school transitions for students and leads to less dropout rates. “Workshops for parents on helping their children at home are linked to higher reading and math scores. School with highly rated partnership programs make greater gains on states test than school with lower-rated programs” (Henderson & Berla, 1994) (Henderson & Mapp, 2002).</p>	2018-2019 school year	Title I Coordinator Family Resource Coordinator Teachers	Teacher Led Parent Presentations	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	612.00
			\$34.00 X 3hrs X 6 teachers=\$612.00 (OBJ 1130)			
			benefits of above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	126.00
			Materials/Supplies/Speakers (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	2762.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School Site Council supports developing Family Resource Nights to increase student achievement and parental engagement.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.2 Student Incentives</p> <p>Student Incentives will provide affirmation and recognition for student achievement and positive examples of citizenship on campus. Students will be recognized and celebrated for positive improvements in grades, behavior, and attendance.</p> <p>Research indicates that, "Rewarding students for improved attendance....an impact on both improved school attendance overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events" (Gandy & Schultz, 2007). Studies show, "creating a positive reinforcement system in your classroom can be a fun way for students to hold themselves accountable for their actions. Skinner defined positive reinforcement as providing an outside stimulus to increase the likelihood that a behavior will occur again. The shorter the amount of time between a behavior and the presentation of positive reinforcement, the stronger the connection will be. If a long period of time elapses between the behavior and the reinforcement, the weaker the connection will be. It also becomes more likely that an intervening behavior might accidentally be reinforced. Providing students with an opportunity to feel</p>	2018-2019 school year	Title I Coordinator Administration Leadership Team	Incentive items such as (Bracelets, treats, pencils, stickers, postcards home, etc.) to celebrate student achievement, positive behavioral recognition, and school pride. (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	3,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>successful in the classroom without providing a grade can be greatly beneficial, especially for students who struggle to keep an A in class, but have great behavior and work hard” (Goldstein, 2015). Studies indicates that, “students will respond to incentives as well. Students need to be motivated to succeed, though that motivation may differ among students. Incentives do not need to be expensive, especially in the early grades. Stickers, trophies, or tokens that can be traded in for bigger prizes at the end of the year are often effective incentives at the elementary and middle school levels. However, rewards do need to be specific and immediate as they lose their power when delayed” (Harper, 2017).</p> <p>The Site Council supports providing students with recognition for positive attendance, behavior, and achievement will continue to motivate student success.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.3 Family Team Night Activities</p> <p>Many of our families need support and guidance in supporting their students socially, emotionally, and academically. Team activities centered on ways to help increase parent engagement and student achievement will support parents with strategies to help their students. Team Nights provide targeted learning evenings providing parents additional support and strategies to help increase their school success for their students. Team nights will promote engaging activities for students and parents to enjoy together through learning.</p> <p>Studies report that, “conducting family workshops...and connecting parents with school contact persons...” helps improve attendance rates (Gandy & Schultz, 2007). Parent education is a critical piece of student success. Olden & Fuller (2008) indicate parents who are involved in their children’s learning are more inclined to support students at home which directly benefits school transitions for students and leads to less dropout rates. “Workshops for parents on helping their children at home are linked to higher reading and math scores. School with highly rated partnership programs make greater gains on states test than school with lower-rated programs” (Henderson & Berla, 1994) (Henderson & Mapp, 2002).</p>	2018-2019 school year	Title I Coordinator Team Leaders Team Teachers	<p>Teacher lead Team Night Activities for parents</p> <p>\$34.00 X 2 hrs X 26 teachers=\$1768.00 (OBJ 1130)</p> <p>benefits of above @ 20.58%</p> <p>Team Materials/Snacks \$650 dollars max per team (OBJ 4310)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>1768.00</p> <p>364.00</p> <p>3,900.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School Site Council supports developing Family Team Nights to increase student achievement and parental engagement.						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	159402.00	0.00
Title I, Part A - Parent Involvement	9532.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	159,402.00
Title I, Part A - Parent Involvement	9,532.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	41,998.00
2000-2999: Classified Personnel Salaries	11,852.00
3000-3999: Employee Benefits	11,963.00
4000-4999: Books And Supplies	54,848.00
5000-5999: Services And Other Operating Expenditures	150.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	38,364.00
6000-6999: Capital Outlay	8,759.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	39,618.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	11,852.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	11,473.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	48,186.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	150.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	1,000.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	38,364.00
6000-6999: Capital Outlay	Title I, Part A - Allocation	8,759.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	2,380.00
3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	490.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	6,662.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,322.00
Goal 2	29,990.00
Goal 3	45,590.00
Goal 4	13,032.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carolyn Hoffman	X				
Matt Hinze			X		
Angela Knolls			X		
Courtney Iacenda			X		
Skye Ostrom		X			
Keith Nauman		X			
Brianna Mowry		X			
Kellie Kontis		X			
Stephanie Caneday		X			
Jeff Regez				X	
Stephanie Compton				X	
Melinda Oakley				X	
Kim Arnold				X	
Nanci Webster					
Christian Carrillo Tello					X
Rowen Devoe					X
Ella Geul					X
Anthony Espinoza					X
Numbers of members of each category:	1	5	3	5	4

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Carolyn Hoffman

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Documents (**Active** | **Archived**)

Name	Document Last Updated	View Document	Document History	Attachments	Edit by Sections
2018 Single Plan For Student Achievement (Title I)	2018-04-18	View	View	View	34

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Recommendations and Assurances

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- ☐ Departmental Advisory Committee (secondary)
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Signature


Signature


Signature

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Attested:

Carolyn Hoffman

Typed Name of School Principal


Signature of School Principal


Signature of SSC Chairperson

4/20/18

Date

JEFF REGIER

Typed Name of SSC Chairperson

4/20/18

Date

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