School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Junior High School	19-65136-6058580	April 15, 2019	June 12, 2019

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 Leadership, Department and Team meetings; Data analysis of D/F rates on quarterly report cards within Leadership, Department and Team Meetings; Data analysis on LPAC assessment results occurs twice a year by counselors/administration and EL Coordinator; Data regarding Students with Disabilities is reviewed yearly through the utilization of meetings which include participation by parents, site admin/counselors, case managers, and additional service provider support as needed; Data analysis on suspensions reviewed annually with staff; Data analysis on non-promotee rates shared quarterly with staff.

SCHOOL-CLIMATE SURVEY:
School Climate Surveys used to develop Sierra Vista's school plan and include 1) School-climate survey data from parents during the 2016-17 & 17-18 school year and 2) School-climate survey data from students during the 16/17, 17/18 & 18/19 school year. Anctedotal parent feedback provided at PAC, ELAC, Open House, Back to School Night, community events, and Registration. Staff complete annual surveys to provide feedback on professional development interests and school needs.

PARENTS:
In 2016-2017, of responding parents on Sierra Vista's School-Climate survey: (72 %) feel that their students academic needs are being met; (82%) indicate they know teacher expectations for their student; (75%) 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; (75%) 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.

In 2017-2018, of responding parents on Sierra Vista's School-Climate survey: (67 %) feel that their students academic needs are being met; (86%) indicate they know teacher expectations for their student; (39%) are pleased their student attends SV; (80%) feel that the adults at school are willing to make time to give students extra help; (69 %) believe that students are treated fairly by adults at school; (55%) believe there are many opportunities for students to work one-to-one with staff; (73%) report knowing who to go to and contact to get support for their student; (82%) feel welcomed; (63%) feel like they belong; (82%) 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.

STUDENTS:
In 2016-2017, of ALL the 7th & 8th-grade students responding on Sierra Vista's School-Climate survey: (96%) feel their campus is safe and secure; (96%) report not staying home from school because of feeling unsafe; (40%) understand school expectations; (52%) understand the importance of getting to class on time; (65%) reports bullying as an issue; (71%) believe teachers provide encouragement; (90%) believes they receive help from a teacher to improve on an assignment; (94%) feel teachers give them chances to be involved in class participation; (94%) report adults on campus provide additional time for extra support; (95%) feel respected by their teachers; (92%) report they are treated fairly by adults on campus; (94%) indicate there is one-to-one time to work with adults on campus; (93%) report adults are helpful

and respect students; (92%) report there are opportunities to get involved on campus; (89%) feel like they belong; (98%) report feeling their families want them to succeed in school.

In 2017-2018, 7th-grade students responding on Sierra Vista's School-Climate survey: (94%) feel their campus is safe and secure; (94%) report not staying home from school because of feeling unsafe; (68%) understand school expectations; (93%) understand the importance of getting to class on time; (61%) reports bullying as an issue; (91%) believe teachers provide encouragement; (89%) believes they receive help from a teacher to improve on an assignment; (91%) feel teachers give them chances to be involved in class participation; (91%) report adults on campus provide additional time for extra support; (93%) feel respected by their teachers; (85%) report they are treated fairly by adults on campus; (89%) indicate there is one-to-one time to work with adults on campus; (88%) report adults are helpful and respect students; (89%) report there are opportunities to get involved on campus; (96%) feel like they belong; (98%) report feeling their families want them to succeed in school.

In 2018-2019, 7th-grade students responding on Sierra Vista's School-Climate; (92%) feel their campus is safe and secure; (81%) report not staying home from school because of feeling unsafe; (85.7%) understand school expectations; (94.6%) understand the importance of getting to class on time; (60%) reports bullying as an issue; (92%) believe teachers provide encouragement; (91%) believes they receive help from a teacher to improve on an assignment; (92%) feel teachers give them chances to be involved in class participation; (94%) report adults on campus provide additional time for extra support; (95%) feel respected by their teachers; (91%) report they are treated fairly by adults on campus; (93%) indicate there is one-to-one time to work with adults on campus; (92%) report adults are helpful and respect students; (94%) report there are opportunities to get involved on campus; (87%) feel like they belong; (98%) report feeling their families want them to succeed in school.

Classroom Observations

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

Formal and informal classroom observations are conducted throughout the school year by the administration, district office curriculum directors, and the Assistant Superintendent of Educational Services. The Director of Curriculum does quarterly walkthroughs with the administration to observe Science and Math courses. Formal evaluations are conducted by the administration and include two to three formal class period observations. The administrative team works collaboratively and make a concerted effort to visit classrooms. Administrative visits ensure course standards and best practice are implemented in course lessons throughout the school year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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. Socioeconomically Disadvantaged students have increased in Math and maintained in English state assessments from 2016 to 2017.

Assessment	2015-2016	2016-2017	Gain/Loss	2017-2018	Gain/Loss
7th grade ELA Meet or Exceed Standards	54%	55.7%	+ 1.7%	56.6%	+ .9%
8th grade ELA Meet or Exceed Standards	49%	49.4%	+ 0.4%	61.7%	+ 12.3%
7th grade Math Meet or Exceed Standards	46%	45.5%	- 0.5%	43.3%	- 2.2%
8th grade Math Meet or Exceed Standards	43%	45.62%	+2.62%	49.5%	+ 3.91%

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

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 51% of students qualifying for the Federal Free and Reduced Lunch Program; 9% of students identified as English Learners; and 8% 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 8 different feeder elementary schools throughout 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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 94% of teachers at Sierra Vista are fully credentialed and teaching within their certified subject area. 3 out of 49 teachers hold preliminary credentialed and are expected to complete the required coursework to earn a full credential within the regular timeline. Those three teachers receive support, guidance, and progress monitoring through the PAR / Induction program with assigned Consulting Teachers as mentors.

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

During the 2018-2019 school year, there were 50 credentialed teachers and 1 credentialed Library Media Specialist at Sierra Vista. Of the 50 classroom teachers, all taught content in their credentialed subject area. Of the 50 teachers, 2 were on short term staffing permits and 1 teacher was on intern status in PAR.

All teachers teach using Common Core Standards and the most recent standard-based framework in their classes. Teachers are provided on-site professional development in Common Core training annually, with emphasis on focusing on the current district Common Core Standards being implemented and continued infusion of previously implemented standards. Twice a year, teachers all content areas collaborate district-wide to provide feedback and work on curricular development. Likewise, Department Chairs across the district have monthly meetings to work on collaboration and curriculum development.

English, Math, and Science general education and Special Education teachers have access to and use the district-adopted standards-based curriculum in their courses. All teachers have been trained by the textbook publishers on their curriculum. Teachers in these content areas have regular opportunities through district led curriculum meetings to provide feedback and work on curricular development.

Culinary Arts teachers have a newly adopted textbook/curriculum. Other Elective courses are aligned with CA and National Frameworks and are taught using teacher-created and OER curriculum. District-wide PD opportunities and collaboration meetings are held each semester to provide teachers in Electives an opportunity to collaborate on curriculum and course development.

History teachers (both general education and Special Education) have adopted the new Social Studies framework and are currently using teacher-created, OER, and the adopted district textbook while waiting for the district to adopt newly updated curriculum.

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

All Professional Development offered by the district is aligned with Common Core State Standards. The district direction has been for teachers to focus on technology and differentiation within course lesson design to maximize learning for all students. The district offers a multitude of PD opportunities for teachers to learn best-practices to utilize in their classroom lessons through weekly PD at the district office through the PAR/Induction Center, monthly content-focused meetings, district-wide PD days offered each semester, and Winter Break and Summer Break PD opportunities.

Our SV PD plan is developed annually by the PD team through the use of student data, alignment with school-goals that are driven by district goals aligned with LCAP, and through teacher feedback on PD needs/desires. PD is offered monthly at Faculty/PD meetings and at our two-day staff return in August. SV has a site professional development team that is comprised of the principal, an assistant principal, our site Instruction Coach/English Dept Chair, 2 history teachers, 1 English teacher, 1 Science/Elective teacher, our School Library Media Specialist, and our Special Education Dept Chair/Math teacher.

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

SV has an Instructional Coach that acts as our PD Team Leader. We also have content grade level lead teachers and Department Chairs that provide instructional support for all teachers.

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

SV's master schedule is intentionally designed to allow all teachers teaching the same content and grade level to have common planning time. This allows teachers an opportunity for daily collaboration on lesson design and instruction. Departments meet once monthly for additional collaboration. Team teachers (four content area teachers all teaching the same students) meet once monthly for additional collaboration.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. The use of common pacing calendars in English, Math, Science, and History general education and Special Education ensure all students are receiving grade level standards-based instruction. Instructional design is based on Common Core standards and Math Practice Standards. The English department administers a district-wide Performance Task three times a year to calibrate the assessments and develop future lesson-designs and instructional needs based on assessment data for student mastery of concepts in literacy.

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

In our master schedule we have built in 57,332 minutes. We are required to have at least 54,000 minutes so we are over by 3,332 minutes.

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

At Sierra Vista we strive to help all students to access additional support within the school day. We have 6 Achieve classes: 3 in each grade level. We also have 5 Power Math classes: 2 in 7th grade and 3 in 8th grade. Lastly, we have 2 Study Skills classes per grade level.

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

Our SV Library has over 16,000 library books available for checkout for all students throughout the school day. These books have been selected by a Teacher Librarian, a professional in collection development, to meet teaching standards in all content areas. These materials are not just physically accessible, but also are educationally accessible since they are at a variety of reading levels appropriate to the needs of English Learners and students in Special Education. Teachers encourage students to use books to supplement their in-class instructional materials and required standards-based textbooks. Moreover, our Professional Library for teachers contains materials to enhance standards-based instruction.

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

All of the SV adopted textbooks meet the curriculum needs of the SBE approved, Common Core State Standards. Our district textbook selection committees review the CCSS and consider the need of resources for intervention when making their purchase decisions for materials.

Opportunity and Equal Educational Access

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

Every student takes six standards-based courses a semester including English, Math, Science, Social Studies, PE, and an Elective. Students are afforded standards-based, rigorous lessons taught by qualified teachers credentialed in their subject area. Teachers use formative assessments to measure student learning needs and adjust subsequent instructional needs based on data from these assessments. Teachers use a mastery-goal structure approach to re-teach and provide additional learning needs based on students to help them gain mastery in their competency of all standards. Teachers are available for additional support and practice to students before, during, and after school. Once a month, we hold a Plainsmen Progress afternnon by which all students are encouraged to work with each of their teachers for additional support, reassessment opportunities, and to turn in all missing work to help measure student learning and mastery of standards.

Evidence-based educational practices to raise student achievement

Through PD opportunities, teachers learn and collaborate on research-based practices including work by Kate Kinsella, Rick Wormeli, LeAnn Nickelsen, Richard Cash, and Robert Marzano. LA County Office of Education also provides best-practice training for teachers and administration in ways to support our English Language Learners. This year administrators and teachers have been trained in PBIS to support student achievement. The Principal was trained by LACOE in MTSS. All teachers have received training in relationship development through Capturing Kids' Hearts process. Teachers also expanded professional development in the areas of Technology, Social-emotional wellness, and Academic Success through group book studies. Individuals of the PD team attended a conference in Differentiated Instruction and Brain Research and taught evidence-based strategies to teachers. Members of the teaching staff attended the CUE conference, a state math conference, Science conference, and the California Association of Bilingual Education conference to bring back evidence-based practices to teachers.

Parental Engagement

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

Built into the SV master schedule, we offer five parallel math support classes each semester. All resource students are enrolled in a Study Skills course. Each month we have Plainsmen Progress day to help support students with additional time with their teachers. We hold after-school math and English intervention courses for students each week. Three days a week we have an hour of Homework Help for students by grade level to receive additional teacher support. We offer a Saturday Project-Based Science Class for students interested in pursuing Science Fair involvement. We offer Family Resource Center Evening presentations five times a year to help students/family connect with academic, social, and emotional achievement. We host a district Parent-Student Engagement presentation once a year on a district-wide topic. We host ACTION (drug rehab/awareness) once a week in the evening for all community members. Four nights a week our school partners with our adult school providing English as a Second Language course for community members. We have 1 full time and two part-time ERICS counselors on campus to provide additional counseling support. We share a social worker/counselor with another district junior high school to offer attendance and family assistance. We partner with the Assistance League who provide clothing, shoes, and eyeglasses to socially economically disadvantaged families on campus. Our district annually supports hearing and vision screening on campus for all 8th-grade students. We partner with the Child and Family Center, SCV Youth Project, community library, Boys and Girls Club, and Million Littles to provide additional support for students and families. We collaborate with our feeder elementary school districts through ongoing involvement at their Open Houses. We are part of the Many Families, One Community Resource Fair held annually that showcases multi-agency resources for parents/families within our valley. We partner with the local churches to provide food and basic necessities for needy families.

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

Parents, teachers, staff, and students have been involved in the annual development. implementation and evaluation of Sierra Vista's Title 1 plan to ensure funds are allocated efficiently and strategically to meet the cognitive, social, emotional, and physiological needs of all students on campus. In developing and evaluating our annual plan, student academic, behavioral, and attendance data is reviewed with all stakeholders. Likewise, parents, staff, and students take part in an annual school-climate survey. Stakeholders participate in an annual needs assessment to help identify and select pertinent needs to support all students. Site Council members meet throughout the year to monitor the implementation of the Title I plan and review ongoing student data to evaluate the effectiveness of the plan. Teachers review student data at the end of each quarter and evaluate plan activities and implementation to identify aspects of the Title I plan that are most beneficial for student achievement.

Parents, teachers, staff, and students are additionally involved annually in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC Meetings.

Funding

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

The district provides categorical funding allowing each school site to create an annual Intervention Plan for providing before and after school tutoring at Sierra Vista. The district provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased students learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district fund quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computer for at student use at home, translation services to increased parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

NEEDS ASSESSMENT:
Sierra Vista's Title I Needs Assessment Survey was administered to staff, parents, and students in January of 2018 and Spring of 2019 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:

PARENTS:
In 2018, 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.

In 2019, Sierra Vista's Title I Needs Assessment findings from parents indicate parents believe students will improve academically via: 66.7% Intervention/Homework/Tutoring Assistance; 88.8% IXL Math; 33.3% More curriculum materials in classes; 62.9% Intramural or other activities on campus; 18.5% curricular activities/trips; 25.9% Teacher PD on Relationship Building; 55.5% Family events/programs/activities; 70.3% Positive Incentives; 88.8% Technology-based programs; 55.5% Support with school materials/needs.

STUDENTS:
In 2018, 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.

In 2019, Sierra Vista's Title I Needs Assessment findings from students indicates students believe they will improve academically via: 15% Intervention/Homework/Tutoring Assistance; 81% IXL Math; 58% More curriculum materials in classes; 91% Intramural or other activities on campus; 68% curricular activities/trips; 25% Teacher PD on Relationship Building; 68% Family events/programs/activities; 91% Positive Incentives; 81% Technology-based programs; 14% Elective Courses; 58% Support with school materials/needs.

TEACHERS:
In 2018, 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.

In 2019, Sierra Vista's Title I Needs Assessment findings from teachers indicate teachers believe students will improve academically via:54% Intervention/Homework/Tutoring Assistance; 41% IXL Math; 41% More curriculum materials in classes; 39% materials/needs: 45% Intramural or other activities on campus; 29% curricular activities/trips; 27% Teacher PD on Relationship Building; 16% Family events/programs/activities; 55% Positive Incentives; 90% Technology-based programs; .08% Elective Courses; N/A% Increase BIA hours; 12% Scholastic Reading Counts Program.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.1%	0.10%	5	1	1
African American	4.6%	4.7%	4.38%	54	51	46
Asian	2.4%	2.9%	2.86%	28	32	30
Filipino	2.0%	3.1%	3.90%	24	34	41
Hispanic/Latino	51.0%	51.1%	56.19%	602	558	590
Pacific Islander	0.2%	0.1%	%	2	1	
White	37.6%	35.4%	28.48%	444	386	299
Multiple/No Response	1.9%	%	0.10%	22		1
			Total Enrollment	1,181	1,092	1050

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	571	523	531
Grade 8	610	569	519
Total Enrollment	1,181	1,092	1,050

Conclusions based on this data:

1. Our total student population decreased by 48 additional students in 2018. This shows a pattern of a continued decline in enrollment each year since the 15-16 school year.
2. Our white student population continues to decrease annually. From the 2017 to 2018 school year, this population declined by another 85 students and since 15-16 school year, the White population has declined by 145 students.
3. From the 2017 to 2018 school year, our Hispanic student population increased by 32 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	120	95	97	10.2%	8.7%	9.2%
Fluent English Proficient (FEP)	298	257	235	25.2%	23.5%	22.4%
Reclassified Fluent English Proficient (RFEP)			8	0.0%	0.0%	8.4%

Conclusions based on this data:

1. The number of EL learners grew by 2 students from 2017 to 2018.
2. The number of students entering our school Fluent continued to decline. This year we decreased by 22 students from 2017 and we have decreased by 63 students since 2015-16
3. Our total EL student population continues to hover at or around 10% of our student body.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	571	519	526	566	517	523	565	517	523	99.1	99.6	99.4
Grade 8	609	566	512	605	560	509	604	560	509	99.3	98.9	99.4
All Grades	1180	1085	1038	1171	1077	1032	1169	1077	1032	99.2	99.3	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2569.	2569.	2559.	17	19.15	15.49	45	44.29	41.11	24	21.28	25.43	15	15.28	17.97
Grade 8	2570.	2576.	2585.	14	14.46	18.27	39	43.21	43.42	29	25.54	23.18	18	16.79	15.13
All Grades	N/A	N/A	N/A	16	16.71	16.86	42	43.73	42.25	26	23.49	24.32	16	16.06	16.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	25	29.79	23.52	53	48.74	52.77	22	21.47	23.71
Grade 8	26	28.21	28.29	50	46.61	49.71	24	25.18	22.00
All Grades	26	28.97	25.87	51	47.63	51.26	23	23.40	22.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	37	31.14	27.15	51	53.00	54.68	13	15.86	18.16
Grade 8	24	27.14	33.20	54	55.54	48.13	22	17.32	18.66
All Grades	30	29.06	30.14	53	54.32	51.45	17	16.62	18.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	17.99	8.80	74	64.02	72.66	11	17.99	18.55
Grade 8	14	14.82	18.07	73	74.46	68.37	13	10.71	13.56
All Grades	15	16.34	13.37	73	69.45	70.54	12	14.21	16.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	27	33.46	33.46	58	51.64	51.82	15	14.89	14.72
Grade 8	27	30.00	33.40	54	52.50	51.28	19	17.50	15.32
All Grades	27	31.66	33.43	56	52.09	51.55	17	16.25	15.02

Conclusions based on this data:

1. CA Dashboard indicators show that 7th-grade students meeting or exceeding standards declined by 6.84% in ELA between 2017 to 2018 and that 8th-grade students meeting or exceeding standards increased by 4.02% in ELA between 2017 to 2018. CA Dashboard indicators show that 8th-grade students exceeding standards increased by 3.81% in ELA between 2017 and 2018. School-wide we declined by 1.33% in the total number of student exceeding or meeting standards in ELA between 2017-2018.
2. CA dashboard indicators show students have increased by .53% In students indicating they are at/near standardin Reading; however, 23% of our students are still reading below standard.
3. CA dashboard indicators show students have decreased in writing by 1.71% for above/at near standard and in listening by 1.88% for above/at near standard from 2017-2018. Students increased in research/inquiry by 1.23% for above/near standard from 2017-2018.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	571	519	526	566	516	523	564	516	522	99.1	99.4	99.4
Grade 8	609	566	512	605	560	509	604	560	509	99.3	98.9	99.4
All Grades	1180	1085	1038	1171	1076	1032	1168	1076	1031	99.2	99.2	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2558.	2556.	2539.	20	21.90	19.54	30	25.58	23.75	30	29.46	28.16	20	23.06	28.54
Grade 8	2582.	2594.	2577.	28	29.46	25.93	23	30.18	23.58	24	22.32	27.31	25	18.04	23.18
All Grades	N/A	N/A	N/A	24	25.84	22.70	26	27.97	23.67	27	25.74	27.74	22	20.45	25.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	30	30.23	30.65	40	38.37	32.18	30	31.40	37.16
Grade 8	42	45.36	35.76	30	34.46	36.35	29	20.18	27.90
All Grades	36	38.10	33.17	34	36.34	34.24	29	25.56	32.59

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	25	26.55	20.88	49	49.61	44.25	26	23.84	34.87
Grade 8	25	26.07	26.13	49	48.39	50.49	26	25.54	23.38
All Grades	25	26.30	23.47	49	48.98	47.33	26	24.72	29.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	27	21.12	16.86	58	61.05	59.96	15	17.83	23.18
Grade 8	28	31.25	25.34	51	55.18	51.87	22	13.57	22.79
All Grades	27	26.39	21.05	54	57.99	55.97	19	15.61	22.99

Conclusions based on this data:

1. CA dashboard indicators show that all students declined in their annual math growth between 2017 and 2018 by 7.44% for students exceeding or meeting the standard. Our 7th-grade students declined in math performance by 5.81% for exceeding/meeting and our 8th-grade students declined by 10.13% for exceeding/meeting standard.
2. CA dashboard indicators show students declined in the percent of students above/near standard for problem-solving by 4.48% and concepts/procedures by 7.03% of students above/near standard between 2017-2018.
3. CA dashboard indicators show students increased by 2.64% in students scoring above/near standard between 2017-2018 for communicating reasoning.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade 7	1549.6	1547.9	1550.8	56
Grade 8	1550.1	1541.9	1557.8	38
All Grades				94

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	25	44.64	16	28.57	12	21.43	*	*	56
Grade 8	20	52.63	*	*	*	*	*	*	38
All Grades	45	47.87	26	27.66	17	18.09	*	*	94

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	30	53.57	18	32.14	*	*	*	*	56
Grade 8	23	60.53	*	*	*	*	*	*	38
All Grades	53	56.38	28	29.79	*	*	*	*	94

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	17	30.36	11	19.64	20	35.71	*	*	56
Grade 8	17	44.74	*	*	*	*	*	*	38
All Grades	34	36.17	18	19.15	27	28.72	15	15.96	94

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 7	25	44.64	24	42.86	*	*	56
Grade 8	15	39.47	21	55.26	*	*	38
All Grades	40	42.55	45	47.87	*	*	94

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	40	71.43	15	26.79	*	*	56
Grade 8	27	71.05	*	*	*	*	38
All Grades	67	71.28	24	25.53	*	*	94

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	14	25.00	14	25.00	28	50.00	56
Grade 8	18	47.37	*	*	13	34.21	38
All Grades	32	34.04	21	22.34	41	43.62	94

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	17	30.36	36	64.29	*	*	56
Grade 8	*	*	28	73.68	*	*	38
All Grades	25	26.60	64	68.09	*	*	94

Conclusions based on this data:

1. CA dashboard indicators show that of 94 students tested, 47.87% of all our English Language Learners scored at level 4 on the 2017-2018 ELPAC and 52.63% of students testing at level 4 are in 8th grade.
2. CA dashboard indicators show that of the 94 students tested, 56.38% of them scored level 4 on the oral language portion of the ELPAC. This is an area of strength for our students.
3. CA dashboard indicators show that of the 94 students tested, 36.17% of them scored level 4, 19.15 scored a 3, 28.72% scored a 2 and 15.96% scored a 1 on the written language portion of the ELPAC. The writing domain scoring shows that 68.09% of our 94 students scored somewhat/moderately on writing for the ELPAC. This is an area of needed growth for our students.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,050	**47.0%**	**9.2%**	**0.9%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	9.2%
Foster Youth	9	0.9%
Homeless	11	1.0%
Socioeconomically Disadvantaged	493	47.0%
Students with Disabilities	185	17.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	46	4.4%
American Indian	1	0.1%
Asian	30	2.9%
Filipino	41	3.9%
Hispanic	590	56.2%
Two or More Races	42	4.0%
White	299	28.5%

Conclusions based on this data:

1. CA dashboard indicators show that 47% of our students are reporting socioeconomically disadvantaged, 17.6% report as students with disabilities, and 9.2% report as EL. This shows that we have a large need to serve our students with unique economic, cognitive, and language needs.
2. CA dashboard indicators show that 56.2% of our students are Hispanic and that this population makes up over 1/2 of our student body.
3. CA dashboard indicators show that 28.5% of our student body is white and that we have 4 other identifying race/ethnicities on campus totaling 11.3% and 4% of additional students identifying as 2 or more races. Therefore 71.5% of our student population identifies as a race/ethnicity other than white.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. CA dashboard indicators show that we maintained green status in student achievement in ELA despite an overall drop in 1.6 points from 2017-2018.
2. CA dashboard indicators show that we decreased in student achievement in math from 2017-2018 dropping our color status to yellow.
3. CA dashboard indicators show that we maintained at orange status for suspension rates as indicated by a slight increase of .7% in overall suspensions for the 2018 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
14 points above standard	36.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.6 points	Increased 10.6 points	8 students
1004 students	199 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
25.7 points below standard	10.5 points below standard	71.5 points below standard
Increased 14.2 points	Maintained 1.7 points	Increased 3.2 points
14 students	443 students	193 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	Blue
12.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	79.6 points above standard	81.1 points above standard
Declined -4.6 points	1 students	Increased 7.3 points	Increased 15 points
45 students		29 students	39 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.7 points above standard	13.9 points above standard	0 Students	27.7 points above standard
Increased 3.2 points	Declined -4.5 points		Declined -5.8 points
565 students	42 students		283 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.2 points below standard	0.8 points below standard	21.1 points above standard
Increased 14.7 points	Increased 17.6 points	Declined -6.7 points
93 students	106 students	680 students

Conclusions based on this data:

1. CA dashboard indicators show that English Learners, Homeless, and Students with Disabilities increased in their achievement on the ELA CAASPP from 2017-2018. EL learners increased by 10.6 points, Homeless by 14.2 points and Students with Disabilities by 3.2 points. However, despite these increases, these students are still performing below standard.
2. CA dashboard indicators show that Asian students increased by 7.3 points, Hispanic by 3.2 points, and Filippino students increased by 15 points on the ELA CAASPP from 2017-2018; however, our African American students decreased by 4.6 points, our Two+ Races decreased by 4.5 points and our White students decreased by 5.8 points. Our African American students are still scoring below standard.
3. CA dashboard indicators show that English only students declined by 6.7 points while EL students increased by 14.7 points and reclassified students by 17.6 points on the ELA CAASPP from 2017-2018.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	2	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
16.7 points below standard	78.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -18.5 points	Declined -22.4 points	8 students
1004 students	199 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
59.2 points below standard	47.8 points below standard	121.8 points below standard
Declined -7.5 points	Declined -22.8 points	Declined -12.4 points
14 students	443 students	193 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	Green
52.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	79.4 points above standard	55.2 points above standard
Declined -23.7 points	1 students	Increased 3.7 points	Declined -10.9 points
45 students		29 students	39 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
33.9 points below standard	6.4 points below standard	0 Students	2.1 points above standard
Declined -15.6 points	Maintained -1.9 points		Declined -20.8 points
565 students	42 students		283 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117 points below standard	45.5 points below standard	8.3 points below standard
Declined -16.1 points	Declined -17.3 points	Declined -19.7 points
93 students	106 students	680 students

Conclusions based on this data:

1. CA dashboard indicators show that all students decreased by 18.5 points on the Math CAASPP from 2017-2018. EL learners decreased by 22.4 points, Homeless by 7.5 points, Socio-Economically Disadvantaged by 22.8 points, and Students with Disabilities by 12.4 points.These stubgroups continue to perform well below standard and Students with Disabilities are indicating they are achieving at the lowest level possible according to dasboard indicator ratings.
2. CA dashboard indicators show that only Asian students increased scores and that was an increase of 3.7 points. Two or more races maintained with a slight dip of 1.9 points. All other race/ethnicities dropped scores: African American by 23.7, Hispanic by 15.6 points, Filippino 10.9 points, and white students by 20.8 points on the Math CAASPP from 2017-2018. African American and Hispanic students are scoring below standard.
3. CA dashboard indicators show English Learners dropped by 16.1 points, Reclassified EL by 17.3 points and English only students by 19.7 points on the Math CAASPP from 2017-2018. English only students declined the most of all language groups.English Language Learners are scoring below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
94	47.9%	27.7%	18.1%	6.4%

Conclusions based on this data:

1. There is a definite need for these students to receive strategic and intensive support in Math and ELA as only 47.9% of our English Learners are scoring at the well-developed level according to the 2018 ELPAC
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 as 24% of our English Learners are scoring at the somewhat developed/beginning stage. This shows a true need for us to emphasize additional resources and supports for these beginning and somewhat developed 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.
3. Furthermore, with 27.7% of students at a moderately developed level indicate a need for additional supports in place to help them increase literacy skills.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	6	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
5.8% chronically absent	5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.6%	Declined 3.6%	10 students
1074 students	101 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
0% chronically absent	7.7% chronically absent	8% chronically absent
Declined 20%	Declined 2.8%	Declined 6.8%
13 students	518 students	199 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	Blue
6.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
Declined 7.9%	1 students	Declined 3.1%	Maintained 0%
47 students		30 students	42 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Orange
4.9% chronically absent	6.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.3% chronically absent
Declined 2.4%	Declined 6.1%	0 students	Increased 1.2%
608 students	44 students		302 students

Conclusions based on this data:

1. Although the CA dashboard indicates that we are green in color, 2018 data shows that we declined in all student subgroups for chronic absenteeism with special attention noted that of our 13 Homeless students there was a 20% decline in their absenteeism, followed by of the 199 students with disabilities a 6.8% decline in their absenteeism.
2. According to CA Dashboard indicators, we note that 8.3% of our white students were chronically absent in 2018 and this was a noted increase of 1.2% in their absenteeism rates. While our Filipino population maintained their rates, all other subgroups noted a decrease in absenteeism with African American students decreasing by 7.9% and being absent 6.4%, Two+ races at 6.8%, and Hispanic students decreasing by 2.4% at 4.8%. We need to make a conscious effort to focus on our chronic absentee white students as they below standard in this area.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	1	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.9% suspended at least once	3.9% suspended at least once	Less than 11 Students - Data Not
Increased 0.7%	Increased 0.8%	10 students
1083 students	103 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0% suspended at least once	3.6% suspended at least once	8.5% suspended at least once
Maintained 0%	Increased 0.9%	Increased 2.5%
13 students	524 students	200 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	Blue
4.3% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Declined -4.5%		Declined -6.3%	Maintained 0%
47 students		30 students	42 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
3.6% suspended at least once	0% suspended at least once	0 Students	2.3% suspended at least once
Increased 1.7%	Maintained 0%		Increased 0.5%
614 students	44 students		305 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.5% suspended at least once	2.2% suspended at least once	2.9% suspended at least once

Conclusions based on this data:

1. The fall 2018 CA Dashboard indicates a slight increase in suspensions school-wide, from 2.2% in 2017 to 2.9% in 2018. Although increases for EL, Homeless, and SocioEconomically Disadvantaged students population increased by less than 1%, our Students with Disabilities increased the most by 2.5%. This could be indicative of the regionalized Special Education populations we serve on our campus. It is noted that all these subgroups are scoring below average in the percentage of suspensions per subgroup as indicated by the dashboard.
2. The fall 2018 CA Dashboard indicates an increase of 1.7% for Hispanic students (3.6% of all suspensions) and an increase of .05% for White students (2.3% of all suspensions). Suspensions for African American, Asian, Two+ races all declined. Filipino student suspensions maintained. Both White and Hispanic students are showing below average for the percentage of students in these races for suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 1

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

Identified Need

CA dashboard indicators from 2018 show a decline in student achievement from 2017 scores for the percentage of ALL students meeting/exceeding standard in ENGLISH by 1.33% with a 1.6 point decline and MATH by 7.44% schoolwide with an 18.5 point decline. Results indicate a significant need for student support for all students in both English and Math. In English, scores indicate that only 59.11% of ALL students are meeting/exceeding standard. All subgroups are scoring below standard in ELA and our African American students are scoring below average in ELA. In Math, scores indicate that only 46.37% of ALL students are meeting/exceeding standard. All our subgroups continue to perform well below standard and Students with Disabilities are indicating they are achieving at the lowest level possible according to dashboard indicator ratings. African American and Hispanic students are scoring below standard. EL students are scoring below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard assessment results from Spring 2019 will be used to measure the outcome of Goal 1. We will measure this goal through an analysis of 2018 dashboard results in ELA to 2019 dashboard results in ELA and math for school-wide student performance in English and mathematics.	CA Dashboard assessment results from Spring fo 2018, indicate for ELA 59.11% of students are exceeding/meeting ELA standard, 24.32% are nearly meeting, and 16.57% are not meeting standard CA Dashboard assessment results from Spring of 2018, indicate for Math that 46.37% of students are exceeding/meeting math standard, 27.74% are nearly meeting, and 25.90% are not meeting standard.	We expect an increase in the percentage of students exceeding and meeting standard in math and English.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.1 After school Teacher Support in all core subject areas

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.

"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) 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).

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 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 the statewide assessment and all content coursework.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.2 Saturday Project Based Learning Academy

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.

"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) 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).

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. This additional learning opportunity will help students increase achievement in English and math concepts and skills as demonstrated on statewide assessments and in content courses.

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

Strategy/Activity 2

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

All students.

Strategy/Activity

1.3 SV Maker Space Experience

To help expand student exposure to activities promoting critical thinking, problem-solving, and creativity, along with providing students hands-on, real-world, and technology opportunities to develop their interests in coding, robot design, wind power, and circuitry, we need to continue adding materials to our SV Maker Space. 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.

Makerspace is a relatively new method of teaching students in a space where they can get hands-on experience working with concepts they recently learned. The point of the space is to make, create, and invent new things. There are many advantages to giving students a place to apply concepts, and those benefits are true for all areas and fields of study. Here are some of the benefits of having a true Makerspace on campus its builds perseverance – failure is a lesson, not an end. Schools teach a lot of valuable lessons, but one thing students need to learn (and usually don't learn in school) is that failure is not something to fear. Through failure, some of the best minds in the world have learned a better way to do something. With so much focus on grades and success, makerspace gives your students a place to learn that failure is also a part of the learning process. It should not be considered the end result or result in quitting. Your Makerspace gives you a way of teaching this without it having a negative effect on the students' grades. Makerspaces inspires further investigations. The point of school is to inspire curiosity and interest in learning more, and that is exactly what a makerspace does. Any question your student has thought during class but has been too afraid to ask can now be investigated in a safe environment. This is something that is lost when the focus is placed on doing better on standardized tests. The makerspace encourages students to wonder what would happen without distracting the class or ending up talking about an irrelevant topic. It can also help you point out different points that you may not be able to illustrate in class. By asking students to identify a solution, you are teaching them how to investigate on their own given the right tools to find the answer. They encourage rethinking the concept that once students get an idea in their heads, it can be tough to persuade them that things are not quite the way they were thinking. Makerspace gives them a chance to see not only why their thinking is wrong, but to see what is right or what works better. Sometimes it isn't even a matter of thinking wrong, just thinking differently so that they can better understand other students' perspectives. It is important to know that most problems can be solved in several different ways. It teaches basic problem-solving. Problem-solving is an invaluable skill that tends to get lost amid memorization and grades. Makerspace gives students a way to see how problems can be solved and encourage them to find ways to solve issues in a way that they would not see on paper. A student may understand a concept in theory, but when faced with a problem, it can be difficult to figure out how to apply the theory. Makerspace teaches them how to take a concept and use it to resolve a problem, even if it appears unrelated. Makerspaces helps students focus. It is easy to lose a student to lose focus if they spend much of the day sitting in a chair listening to their teacher talk. Makerspace gives them a place to focus on a single idea. When they are solving issues, students no longer have to imagine how that solution occurs. Since they have all of the materials in front of them, it is easier to focus on understanding the concepts and seeing how they apply.

Makerspaces engages minds and encouraging questions. Even the best lecture cannot engage minds and encourage questions the way a hands-on approach does. Sometimes students don't even know what questions to ask because they cannot fully envision the concept. A makerspace gives them everything they need to start examining an idea to see how and why it works. They provide a way of expression and conversation. These points are often overlooked because classrooms tend to be about teaching, not to express or converse. However, once students are out in the work world, expression and conversation become critical to completing a project.

Makerspace encourages conversation as students collaborate to create solutions. An essential part of that is learning how to express themselves in a way that encourages further discussion instead of silencing others. They provide a connection between lessons and the real world.

Everyone who has been in the education field has heard students mumbling about how they will never use concepts in the real world. Makerspace provides you with a way to show students that the concepts do have practical applications outside of their tests. Seeing how concepts and ideas work in the real world also provides students with a memorable example that typically improves their understanding of those concepts. In conclusion, a makerspace offers something that traditional classes are lacking. Shop classes and home economics always included an element very similar to a makerspace, and while students may not have performed correctly, it was much easier to understand concepts and how to apply them. Makerspace takes this tool and moves it into traditional classes to give students a tactile and kinesthetic experience that shows them how and why a concept works. As the students work through a particular problem, they are encouraged to come up new and innovative ideas. Ultimately, this helps them to understand better and apply what they have learned.

The library's Makerspace is open to students every Tuesday at lunch. STEM items for our Maker Space will give hands-on opportunities for students to practice physical and biological science activities. This is especially helpful for EL and SpEd students to have a kinesthetic learning experience where the language isn't as critical. In one of the attached research studies, 126 8th graders were in a study group. The EL students made significant gains in their science test scores when given the chance to build a model vs. only having traditional instruction.

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 science and engineering--the book-and-lecture format may not be the best way to engage students in learning." (Purdue University).

The School Site Council supports the addition of the Maker Space materials to help increase 21st-century skills and student achievement on statewide assessments and math and science courses.

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

Strategy/Activity 3

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

All students.

Strategy/Activity

1.4 High-Interest Library Books and Magazines

To help increase student access to high-interest, age-appropriate reading materials at a variety of reading levels there is a need for increasing circulation and accessibility to books and magazines for independent reading on campus. Discovery Education streaming Video has Spanish videos

that students can view on their own, or else with closed captioning for other EL language students so that they may see the English they're hearing in the video to reinforce their ELA learning. We started our subscription in 9/14/18 that goes until 9/13/19. Teachers were trained on usage in October. Since then 55 videos have been used by our teaching staff. According to the attached studies, videos increase student engagement and enriches their studies. ELs also are assisted with memorizing information when audiovisuals accompany the content.

California State Library Standards urge school libraries to have 20 magazine titles for students to choose from. In an effort to meet that standard, our SV library would like to continue our subscriptions to five educational magazine subscriptions. The attached studies show that out of 8000 primary and secondary students, 50% said they would be motivated to read more if they had a variety of texts to choose from, including magazines. The engaging covers and photos in magazines encourage children to read which not only improves their reading skills but the acquisition of language as well.

According to studies in the attached articles, enriched library collections (those that are large and up to date) have students who score 1/2 a standard deviation higher than students from a controlled group. Also, school libraries provide an easy point of access service to students which also raises ELA test scores. Therefore, a regular library book delivery subscription of high quality and well-reviewed books will help us replace items that are worn and dated.

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).

The School Site Council supports the addition of more high-interest literary materials available to a student, more students will enhance their literacy skills, with specific emphasis on reading skills, which in turn will increase their comprehension, interest in reading, and improve academically student results on state-wide assessments and content classes. Currently, there is no district funding for purchasing books and magazines for school libraries throughout the district.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.5 IXL Math

To help increase math proficiency and mastery of mathematical concepts and skills, students may need additional support outside the 48-minute class period. Many students do not have access to private tutoring or academic support at home.

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 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).

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 to help student's increase their mastery of math skills and concepts as demonstrated on statewide math assessments and math and science courses.

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

Strategy/Activity 5

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

All students

Strategy/Activity

1.6 Supplemental Fine Art Materials

To help students increase literacy and conceptual skills, there is a need to purchase supplemental art materials to expand student learning. 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 which 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 by 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. “When a student learns something in a different way, that means they are learning it again." Through the subscription to Scholastic Art magazine, students will have opportunities to develop and enhance their reading, speaking and listening skills by learning about new artists and artwork. They will connect the content through critical thinking and creativity.

Field trips can provide motivation and academic engagement to all students who participate. It can give them a social perspective different than a typical classroom lesson, and less-advantaged students are less likely to have these experiences if schools do not provide them (Greene, Kisida, & Bowen, 2014). Taking students on a field trip to an art museum/gallery will enhance their exposure to different types of medium, artist style, and art genres. Students will experience first-hand the beauty of art and exposure to different and world-renown artists.

Studies show, "at-risk and failing students revived by immersion in arts programs offer such suggestions—including that students 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).

The School Site Council supports purchasing these supplies and funding art field trip will help increase student's self-efficacy, motivation, exposure to art, and increase school engagement, visual and special abilities, along with, literacy skills that will help students increase student achievement on statewide assessments in math and English and art coursework.

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

Strategy/Activity 6

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

All students

Strategy/Activity

1.7 "Reading Counts" School Subscription

There is a need for a program that can assess student growth and the development of reading fluency, comprehension, and vocabulary. The Reading Counts program assists teachers and students in monitoring literacy growth and 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.

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).

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 leading to increased mastery of standards on statewide assessments and all content classes.

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

Strategy/Activity 7

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

All students

Strategy/Activity

1.8 Supplemental Science Equipment

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.

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 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).

The School Site Council supports the purchase of these additional Science materials and equipment to help integrate a real-world opportunity for students to use during labs which will

increase literacy and math skills as demonstrated by student outcomes on statewide assessments in English and math and in Science coursework.

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

Strategy/Activity 8

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

All students

Strategy/Activity

1.9 History

To help bring history alive and made the past more relevant and engaging, the integration of reenactments helps aid in this experience through 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.

"Bringing a 'character' into the classroom brought history alive. The students were learning without knowing they were learning." (Daniels, 2010). Also, re-enactors 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-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. With this informative, engaging and student-interactive presentation, students will be motivated and excited to participate in this academically enriched presentation. The program is a summary of the entire year of US history, and is a great culminating presentation for students and will aid to prepare them prior to their end of the course final US history assessments.

Re-enactors: Romano, Papa, and Saulle highlight in their article, "12 Fascinating Ways to Use Drama in the Curriculum," that the utilization of drama within the curriculum is a valuable and effective learning tool that enables students to, "...experience and explore the world around them..." Drama helps increase student engagement in the learning process as students, ...enjoy dealing with and discussing real-life issues and problems, the like figuring things out, doing interesting things, doing things differently-dram gears towards this and more."

For decades students have been trapped in rows, taking notes, memorizing facts that have left to many learners disinterested and unprepared for the real world. It's time to provide students with an engaging experience filled with knowledge and cultivating the need to succeed. Breakout Edu is an immerse learning games platform that empowers teachers to facilitate academic games. Students use critical thinking to solve a series of challenging puzzles all with one mission in mind to open the lockbox. Each breakout Edu comes with all the materials needed to play hundreds of academic games in a wide range of subject areas. You can use the online platform to create and find digital Breakout Edu games. Students can also design and share their custom games demonstrating mastery in new and engaging ways.

The National Educational Association, in "Preparing 21st Century Students for a Global Society: An Educator's guide to the Four C's" highlights a need for students to be exposed to critical thinking, communication, collaboration, and creativity so they can develop into productive citizens and prepared employees in the 21st century. Teachers need, "new tools to support and...implement new strategies into their classrooms." Students need to be taught, "...critical thinking and problem solving effectively...[as] Learning critical thinking leads students to develop other skills, such as higher level concentration, deeper analytical abilities, and improved thought processing."

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. The School site Council supports the purchase of Breakout Edu games to help students develop more problem-solving and critical thinking skills. Re-enactors on campus and additional history materials will lead to increase literacy support for all students which in turn will increase student outcomes in English on statewide assessments and content coursework.

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

Strategy/Activity 9

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

All students

Strategy/Activity

1.10 Physical Education Supplemental Equipment

To enhance student's access and engagement to physical education, the purchase of various supplemental materials will allow students to access skills helping them develop lifetime physical fitness skills.

Studies show that students increase their step counts and increase the level of enjoyment throughout an activity when music is added to the background of activity. It is found that across all

grades and gender, more steps were taken with music versus without music (Harms & Ryan 2012). Studies also show that using music in PE classes has a positive effect on physical activity rates for students. Regardless of the activity, students in lessons with music were more active. Using music during our aerobic activities will increase physical activity rates and result in improved fitness scores and academic success. (Barney&Prusak)

Studies by Eccles and Barber show that youth sport participation is positively related to adult involvement in community activities that can last a lifetime. Youth who participate in sport are more likely to make friends, including those of different races. 58 Young athletes are better able to acquire emotional control, learn the value of teamwork, and exhibit initiative,59 all social skills that can contribute to a better community (Pearson, Allyn and Bacon 2005)(Larson RW, Hansen, Moneta 2006). Through sport, PE will build positive relationships. This action item will help us build healthy positive relationships through sport, such as cross country and track and field events. The timer will provide students with current run times and help them achieve their fitness goals towards aerobic capacity. (Larson, Hansen, Moneta, 2005)

The School Site Council supports students having access to additional physical education items to enhance their learning and increase math and literacy proficiency on statewide assessments and content coursework.

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

Strategy/Activity 10

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

All students

Strategy/Activity

1.11 Supplemental Design / Engineering Materials

Utilizing a 3D printer 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.

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 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.”

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 in math and literacy as measured by statewide assessment and content coursework.

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

Strategy/Activity 11

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

All students

Strategy/Activity

1.12 Vocal Arts Supplemental Performance Expenses

Through the hiring of technicians at the Canyon High School Performing Arts Center, the Choir Elective students will have access equipment and facilities that enhance sound and elevate 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.

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).

The School Site Council supports the use of funds to support choir performances 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 and increase student achievement on statewide assessments and coursework.

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

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.13 Instrumental Fine Arts Supplemental Equipment

Students who learn music and particularly how to play instruments are engaged in a complex set of skills that improve Time management, comprehension, aesthetic valuing of art, motor skills, reading, writing, analyzing, describing, transcribing, to name a few. This not only moves the child in a positive direction but helps them develop skills that transcend music and move through all subjects. Every instrument purchased will help many students for years to come. Through the purchase of additional instruments, the students will begin to utilize equipment that enhances sound and elevates the quality of their performances for all stakeholders at Sierra Vista. Within band, students develop their musical 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.

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).

The School Site Council supports the purchase of updated band materials and believes that this will help increase student success not only in Band, but will help enhance student achievement in students' math and literacy development and increase student achievement on statewide assessments and coursework.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The activities for Goal 1 were implemented with the intention of increasing student achievement as measured by ALL students meeting/exceeding standard on the Spring 2019 CAASPP Assessment in ELA and Math. During the 2018-2019 school year, activities included after-school teacher support for all students three times a week, a Saturday project-based learning opportunity to enhance students communication, critical thinking, reading and writing, increased literacy materials available in the library and classrooms, individual student accounts to an software program personally designed to increase math achievement, additional classroom materials for use in art, Science, Math, Engineering, Video, English, Choir and Band. A digital interactive board was purchased for use in our Student Learning Center.

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

From the development of the SPSAA in Spring of 2018 to current, slight modification included the History Department not using funds allocated for History Re-enactors and these monies were used to enhance school-wide positive incentives for all students. We increased monies allocated for the purchase of additional math calculators for 7th and 8th-graders in general education and Special Education using funds not fully spent by Saturday Project-Based Learning opportunity. We added an Apple Care subscription to the equipment purchased for a video class. We used additional monies allocated after the development of our plan to purchase additional band instruments.

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

Students will participate in CAASPP testing in May of 2019 and we will use these results to better measure the impact of the activities from Goal 1. We have seen a decrease each quarter in the number of students not passing their classes this year in relation to previous years. We have received positive feedback from teachers, parents, and students regarding high attendance at the after-school homework club held three times a week. Based on our most recent Needs Assessment distributed to all stakeholders in February 2019, all stakeholders indicated a need to continue the homework help after school, Saturday Project-Based Learning Class, purchase of additional materials/books to support learning in the library and English, Math, Science, History, Band, Choir and PE classes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 2

Goal #2: EL, SPED, and SED students will increase proficiency and raise academic progress in ELA and Math as measured by the CA Dashboard.

Identified Need

School-wide, based on the CA dashboard indicators in 2018, school-wide our students dropped by 1.6 points overall in ELA. Although CA dashboard indicators show that on the ELA CAASPP in 2018, English Learners increased by 10.6 points, Homeless increased by 14.2 points, and Students with Disabilities increased by 3.2 in their achievement from the previous 2017 test administration, these subgroups continue to struggle to demonstrate that they are meeting/exceeding ELA standards. All our subgroups continue to perform well below standard. Students with Disabilities are indicating they are achieving at the lowest level possible according to dashboard indicator ratings.

School-wide, based on the CA dashboard indicators in 2018, school-wide our students dropped by 18.5 points overall in math. CA dashboard indicators show that in Math, all of our subgroups declined in their student achievement with English Language learners dropping by 22.4 points, Homeless dropping by 7.5 points, SocioEconomically Disadvantaged dropping by 22.8 points, and Students with Disabilities dropping by 12.4 points. Through further data analysis of our EL students, it is noted that English Learners dropped by 16.1 points, Reclassified EL by 17.3 points and English only students by 19.7 points on the Math CAASPP in 2018 as compared to results in 2017. All our subgroups continue to perform well below standard in Math. Students with Disabilities are indicating they are achieving at the lowest level possible according to dashboard indicator ratings. This indicates a priority need for emphasis on increasing math proficiency for students in these subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard assessment results from Spring 2019 will be used to measure the outcome of Goal 2. We will measure this goal through an analysis of 2018 dashboard results in ELA to 2019 dashboard results in ELA and math for ELD, SPED, and SED student performance in English and mathematics.	CA Dashboard assessment results from Spring fo 2018, indicate: ENGLISH LANGUAGE ARTS ELD students: 36.1% are below standard SPED students: 71.5% are below standard	We expect an increase in the percentage of ELD, SPED, and SED students exceeding and meeting standard in math and English.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SED students: 16.5 % are below standard MATHEMATICS ELD students: 78.9 % are below standard SPED students: 121.8% are below standard SED students: 47.8% are below standard	

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

Strategy/Activity 1

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

Socio-Economically Disadvantaged students

Strategy/Activity

2.1 Supplies for Homeless & Low-income Students

Supplies to meet the 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. Supplies will provide support to allow students to have the necessary tools to complete homework and project assignments.

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 statewide achievement scores in English and math and content coursework, along with increasing equity for students.

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

Description: Purchase backpacks, binders, other supplemental school supplies, and bus passes for low-income, at-risk students (OBJ 4310) Amount: 3,000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Available Balance: 3,000.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 Performance Incentives

Underperforming students will work towards incentives throughout the school year. With each quarter, teachers and staff see how significantly students are working and provide positive incentives through PBIS goals for further work to be completed. “So much of the program’s effectiveness depends on how well it’s tailored to a specific population. So much depends on how well you implement the program and how well you design it.” (Sparks, 2012)

Once they have something to work towards then they are able to be successful. Students need to be motivated to succeed and with each student that motivation may differ. Studies show increased proficiency on test scores results by, "providing students equal guidance and access to print and digital resources..."

The School Site Council feels it is important to encourage students through positive incentives and provide them with enhanced curriculum to develop connections to learning and increase critical thinking which will increase academic achievement in content courses and on statewide assessment data in English and math.

Proposed Expenditures for this Strategy/Activity

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

Description: Incentives for positive achievement (OBJ 4310) Amount: 2,000.00 Available Balance: 2,000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Scope Magazine Subscription (2 subscriptions x 20 magazines = 40) (OBJ 4330) Amount: 400.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Available Balance: 400.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Professional Development

Professional Development resources are utilized 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).

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 to increase student achievement in content classes and statewide assessments.

Proposed Expenditures for this Strategy/Activity

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

Description: Materials and Supplies (OBJ 4310) & (OBJ 4210) split between OBJ codes Amount: 1,000.00 Available Balance: 1,000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall, the implementation of these actions and services were effective, as our significant subgroups of students increased their CAASPP scores in English performance from the previous year's test administration. They declined in math; however, there was an equal decline in math for all students (on average) district-wide and state-wide last year.

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

There are no major differences. The strategies and actions were implemented as intended.

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

Because these subgroups continue to struggle to demonstrate that they are meeting both the ELA and math standards, this goal remains the same for next year, with the same strategies, actions, and services intended to continue to help students improve academically.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 3

Goal #3: Increase all stakeholders' social, emotional, and academic wellness at Sierra Vista.

Identified Need

Based on the CA dashboard outcomes from Spring of 2018 for chronic absenteeism we noticed a 1.2% increase for our white students and that this population of students displayed the highest percentage of absenteeism on our campus at 8.3%. We need to make a conscious effort to focus on our chronic absentee white students as they are below standard in this area.

Based on the CA dashboard outcomes from Spring of 2018 for suspension rates, we noted a slight increase in suspensions school-wide, from 2.2% in 2017 to 2.9% in 2018. The fall 2018 CA Dashboard indicates an increase of 1.7% for Hispanic students (3.6% of all suspensions) and an increase of .05% for White students (2.3% of all suspensions). Both White and Hispanic students are showing below average for the percentage of students in these races for suspension as indicated by CA dashboard. This indicates a continued need for us to examine student needs and develop further steps to work more closely with students in relation to behavioral and emotional concerns. In closer data examination of subgroup populations, we notice that EL, Homeless, and SocioEconomically Disadvantaged students populations increased by less than 1%; however, our Students with Disabilities increased the most by 2.5%. While this could be indicative of the regionalized Special Education populations we serve on our campus, we recognize that we need to embed more proactive steps to ensure that we are meeting the behavioral needs of our students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard assessment results from Spring 2019 will be used to measure the outcome of Goal 3 through an analysis of Chronic absenteeism indicators from 2018 to 2019 data.	The CA dashboard indicates that we are continuing to show positive results for chronic absenteeism according to 2018 data in all student subgroups. We noticed improvement indicating that of our 13 Homeless students there was a 20% decline in their absenteeism, followed by of the 199 students with disabilities a 6.8% decline in their absenteeism. However,	Based on CA dashboard outcomes from Spring of 2019 data for chronic absenteeism, we want to see a decrease in chronic absenteeism rates for our white student population and continue to make intentional strides in this area for to help maintain and decrease chronic absenteeism for all students on campus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CA Dashboard indicators identify that we need to take note of an increase by our white students who were chronically absent in 2018 by 1.2% in their absenteeism rate. We need to make a conscious effort to focus on our chronic absentee white students as they below standard in this area. While our Filipino population maintained their rates, all other subgroups noted a decrease in absenteeism with African American students decreasing by 7.9% and being absent 6.4%, Two+ races at 6.8%, and Hispanic students decreasing by 2.4% at 4.8%. We need to make a conscious effort to focus on our chronic absentee white students and need to continue to make intentional strides to ensure that we are providing a positive, welcoming, and engaging school climate to ensure all students feel positive on campus because there is a correlation between school attendance and student achievement.	
CA Dashboard assessment results from Spring 2019 will be used to measure the outcome of Goal 3 through an analysis of Suspension Rate indicators from 2018 to 2019 data.	The CA dashboard indicates that despite continuing to show positive results for suspension rates according to 2018 data, we noted a slight increase in suspensions school-wide, from 2.2% in 2017 to 2.9% in 2018. The fall 2018 CA Dashboard indicates an increase of 1.7% for Hispanic students (3.6% of all suspensions) and an increase of .05% for White students (2.3% of all	Based on CA dashboard outcomes from Spring of 2019 data for suspension rates, we want to see a decrease in the number of suspension for our white and Hispanic students, along with our SPED students. We also want to continue to maintain and decrease suspension rates for all students on campus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	suspensions). Both White and Hispanic students are showing below average for the percentage of students in these races for suspension as indicated by CA dashboard. Suspensions for African American, Asian, Two+ races all declined. Filipino student suspensions maintained. This indicates a continued need for us to examine student needs and develop further steps to work more closely with student needs in relation to behavioral and emotional concerns. In closer data examination of subgroup populations, we note that EL, Homeless, and SocioEconomically Disadvantaged students population increased by less than 1%; however, our Students with Disabilities increased the most by 2.5%. While this could be indicative of the regionalized Special Education populations we serve on our campus, we recognize that we need to embed more proactive steps to ensure that we are meeting the behavioral needs of our students with disabilities.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Capturing Kids' Hearts

Provide 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.

Since the implementation of Capturing Kids' Hearts at Sierra Vista in the 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).

The Site Council supports providing training so that the Capturing Kids' Hearts program will be implemented school-wide and believes that this will help support social-emotional learning, student achievement in content coursework and statewide assessment indicators, and increase positive school climate on campus leading to decreases in chronic absenteeism and suspensions.

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

Description: Consultant from Capturing Kids' Hearts to train untrained SV staff (OBJ 5810) Amount: 5,000.00 Available Balance: 5,000.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Sub Coverage for Certificated Attendance (3) (OBJ 1160) 3 subs X $125 = $375 x 2 days = $750 Amount: 750.00 Available Balance: 750.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Sub coverage for Classified Attendance (2) (OBJ 2110) 2 classified staff X $20 X 8 hours = $320 X 2 days = $640	Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries

Amount: 640.00 Available Balance: 640.00	
Description: Classified and Certificated Benefits for above paid @: Certificated @ 21.40% ($750 X .2140 = $160.50) (OBJ 3XX1) = $161.00 Classified @ 31.20% ($640 X .3120 = $199.68) (OBJ 3XX2) = $200.00 Amount: 361.00 Available Balance: 361.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Food for training (OBJ 4322) Amount: 250.00 Available Balance: 250.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Recharge Capturing Kids' Hearts fee (50 staff members) (OBJ 5810) Amount: 4,000.00 Available Balance: 4,000.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description: Amount: Available Balance:	

Strategy/Activity 2

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

All students

Strategy/Activity

3.2 Teen Leadership Class / Lead Worthy Class

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.

"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).

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 in content area classes, on statewide assessments, and through improved attendance and behavior on campus.

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

Description: 80 consumable workbooks (OBJ 4330) @ $8.75 books = 700.00 w/ tax and shipping	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Amount: 900.00 Available Balance: 900.00	

Strategy/Activity 3

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

All students

Strategy/Activity

3.3 Enrichment Activities

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).

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 leading to an increase in student self-efficacy skills, academic success in content area classes, on statewide assessments, and attendance and behavior on campus.

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

Description: Teacher salary for Enrichment activities(OBJ 1130) 2 hrs. X 15 sessions X 1 teacher =30 hrs. X $34/hr. = $1,020.00 Amount: 1,020.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Available Balance: 1,020.00	
Description: Teacher Benefits for above paid @ 21.40% ($1,020 X .2140 = $218.28) (OBJ 3XX1) = $219.00 Amount: 219.00 Available Balance: 219.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Materials and supplies for enrichment activities (OBJ 4310) Amount: 3,500.00 Available Balance: 3,500.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.4 Intramural Program

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.

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.

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.)

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 personal funds, they have no additional opportunities to develop athletic abilities outside the regular 48-minute class period.

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.

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. This will also increase student self-efficacy skills and increase their academic success in content area classes, on statewide assessments, and through improved attendance and behavior on campus.

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

Description: Teacher salary for Intramural Program (OBJ 1130) 86 hrs. X $34/hr =$2,924.00 Amount: 2,924.00 Available Balance: 2,924.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Teacher Benefits for above paid (OBJ 3XX1) @ 21.40% ($2,924 X .2140 = $625.74) = $626.00 Amount: 626.00 Available Balance: 626.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Materials and Supplies (OBJ 4310) Amount: 1,500.00 Available Balance: 1,500.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.5 School Motto Communication

Research shows that if schools offer a variety of activities to help them feel connected to their school, this reduces behavior incidents and increases academic success. Having a large color poster printer will help to advertise school activities more effectively so that students are aware of the activities there are on campus, and increase student engagement and involvement. A poster printer will create posters for our school motto, Together We Succeed, so it's seen DAILY on our campus, and its message is effective.

The National Education Association highlights the importance of social-emotional learning for all students. Schools must infuse practices into their school environment which, "promote students' self-awareness, self-management, social awareness, relationships, and responsible decision-making skills and improve attitudes and beliefs about self, others, school, and community." These types of environments demonstrated better student academic success, improved student attitudes and behaviors, report fewer negative behaviors, and have students with reduced emotional distress.

Jones and Doolittle (2017) highlight research supporting that, "a school climate that's safe, academically challenging, participatory, and emotionally supportive tends to promote social and emotional competence. It also positively affects students' academic achievement, behavior, and mental health."

The School Site Council supports our the purchase of a poster printer to help support student success and engagement at Sierra Vista which will lead to an increase in student self-efficacy skills, confidence, academic success in content area classes, improved statewide assessments, and improved attendance and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Description: Epson SureColor T5270 (36" Wide) Printer (OBJ 4410) Amount: 2,200.00 Available Balance: 2,200.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Description: SUCCEED Spirit Materials (OBJ 4310 or OBJ 5811 if printed) Amount: 1,500.00 Available Balance: 1,500.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: SUCCEED Pins (OBJ 4310 or OBJ 5811 if printed) Amount: 1,700.00 Available Balance: 1,700.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: SUCCEED Flags and Cards (OBJ 4310 or OBJ 5811 if printed) Amount: 1,425.00 Available Balance: 1,425.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.6 Digital and Media Arts

All of these items help to develop relationships with students and deepen their connection to our school which helps students to feel valued and increases motivation. These items also help with the social-emotional development of students because a lot of the media listed will be used to develop morning announcement PSAs in which we include social-emotional lessons and information.

The National Education Association highlights the importance of social-emotional learning for all students. Schools must infuse practices into their school environment which, "promote students' self-awareness, self-management, social awareness, relationships, and responsible decision-making skills and improve attitudes and beliefs about self, others, school, and community." These types of environments demonstrated better student academic success, improved student attitudes

and behaviors, report fewer negative behaviors, and have students with reduced emotional distress.

Jones and Doolittle (2017) highlight research supporting that, "a school climate that's safe, academically challenging, participatory, and emotionally supportive tends to promote social and emotional competence. It also positively affects students' academic achievement, behavior, and mental health."

The School Site Council supports the improvements to our SV Life program to enhance student accessibility. This will increase student engagement leading to increased student self-efficacy skills, academic success in content area class and statewide assessments, and through improved attendance and behavior on campus.

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

Description: IOgraphers (OBJ 4310) Amount: 70.00 Available Balance: 70.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Handheld Mics (4) (OBJ 4310) Amount: 150.00 Available Balance: 150.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Lapel mics (OBJ 4310) Amount: 200.00 Available Balance: 200.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: We Video Subscription (OBJ 5840)	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Amount: 249.00 Available Balance: 249.00	
Description: SV Life Set Materials (OBJ 4310) 7 (Obj 4410 if each over $500) Amount: 1,000.00 Available Balance: 1,000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.7 Promoting Positive Student Wellness

Students need to feel connected to school and to those around them at school in order to develop skills that will students to succeed in school. Students with higher risks need more assistance when developing meaningful and helpful relationships with school personnel. This space will provide a safe space for students to cultivate more assets that will help them be more successful. Programs that center around the social and emotional aspects with junior high school students help students develop more skills to transition to high school.

Research shows that students who visit their Wellness spaces more frequently report higher assets. These students have reported that they feel calm and safe with a caring adult even successful in elementary school. Yeager (2017) indicate that teenagers need social and emotional support to successfully meet the "...new demands in school and social life while dealing with new, intense emotions (both positive and negative."

The School Site Council supports the expansion of a wellness center to be a safe place for students to go to in order for them to get more support social and emotionally. They agree that developing those lasting relationships will help students develop as better students and increase student self-efficacy skills, academic success in content area classes and on statewide assessments, and through improved attendance and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Description: Supplemental Supplies and Materials (OBJ 4310) & (OBJ 4410 if over $500) Amount: 17,093.00 Available Balance: 17,093.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Empowerment Project Supplemental Materials (OBJ 4310) Amount: 250.00 Available Balance: 250.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Like Documentary (OBJ 5810) Amount: 1,000.00 Available Balance: 1,000.00	Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description: Angst Documentary (OBJ 5810) Amount: 1,000.00 Available Balance: 1,000.00	Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description: Kind Project (OBJ 5810) Amount: 250.00 Available Balance: 250.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

Description: Amount: Available Balance:	

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall, the implementation of the actions and services in to meet this goal were effective, as measured by the dashboard results indicating that we showed positive results for chronic absenteeism according to 2018 data in all student subgroups. However, there was a slight increase in suspension rates from 2.2% to 2.9%. Therefore, we will continue to focus on how to make these strategies more effective in this area.

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

There were no major differences between the intended implementation of the plan to meet this goal.

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

Because the suspension rates for our Students with Disabilities increased this year, we will embed more proactive steps to ensure that we are meeting the behavioral needs of our Students with Disabilities to reduce this amount.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 4

Goal #4: Increase student achievement in all academic classes to ensure more students are promoting onto high school.

Identified Need

CA dashboard indicators from 2018 show a decline in student achievement from 2017 scores for the percentage of ALL students meeting/exceeding standard in English by 1.33% with a 1.6 point decline and Math by 7.44% schoolwide with an 18.5 point decline. Results indicate a significant need for student support for all students in both English and Math. In English, scores indicate that only 59.11% of ALL students are meeting or exceeding standards. In Math, scores indicate that only 46.37% of ALL students are meeting or exceeding standards.

School-wide, based on the CA dashboard indicators in 2018, our students dropped by 1.6 points overall in ELA. Although CA dashboard indicators show that on the ELA CAASPP in 2018, English Learners increased by 10.6 points, Homeless increased by 14.2 points, and Students with Disabilities increased by 3.2 in their achievement from the previous 2017 test administration, these subgroups continue to struggle to demonstrate that they are meeting/exceeding ELA standards.

School-wide, based on the CA dashboard indicators in 2018, school-wide our students dropped by 18/5 points overall in math. And, CA dashboard indicators show that in Math, all of our subgroups declined in their student achievement with English Language learners dropping by 22.4 points, Homeless dropping by 7.5 points, SocioEconomically Disadvantaged dropping by 22.8 points and Students with Disabilities dropping by 12.4 points. Through further data analysis of our EL students, it is noted that English Learners dropped by 16.1 points, Reclassified EL by 17.3 points and English only students by 19.7 points on the Math CAASPP in 2018 as compared to results in 2017. This indicates a priority need for emphasis on increasing math proficiency for students in these subgroups.

The decline in student achievement on the 2018 ELA and Math CAASPP demonstrate a need for further support for all students in their academic classes to ensure they are prepared to meet the rigorous coursework in high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard assessment results from Spring 2019 will be used to measure the outcome of Goal 4. We will measure this goal through an analysis of	CA dashboard rates form 2018 indicate a decline in ELA by 1.6 points and a decline in Math by 18.5 points.	Based on CA dashboard outcomes from Spring of 2019 data, all students maintain or increase performance points in both ELA and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
comparing changes between 2018 and 2019 dashboard results in ELA and Math dashboard results.		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Family Resource Nights

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 and student achievement.

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 fewer 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 a school with lower-rated programs" (Henderson & Berla, 1994) (Henderson & Mapp, 2002).

The School Site Council supports developing Family Resource Nights to increase student achievement and parental engagement which will lead to an increase in student self-efficacy skills, increased their academic success in content area classes, and on statewide assessments, and through improved attendance and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Description: Teacher Led Parent Presentations (OBJ 1130) 6 teachers X 3hrs. = 18 hrs. X $34/hr. = $612.00	Federal 19-20 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries

Amount: 612.00 Available Balance: 612.00	
Description: Teacher Benefits for above paid (OBJ 3XX1) @ 21.40% ($612 X .2140 = $130.97) = $131.00 Amount: 131.00 Available Balance: 131.00	Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits
Description: Materials and Supplies (OBJ 4310) Amount: 300.00 Available Balance: 300.00	Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Description: Amount: Available Balance:	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2 Student Encouragement and Support

Student encouragement and support activities and materials will be used to affirm and recognition all students for their for positive achievement and positive examples of citizenship on campus. Students will be recognized and celebrated for positive improvements in grades, behavior, and attendance.

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 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 indicate 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).

The Site Council supports providing students with recognition for positive attendance, behavior and achievement will continue to motivate student success which will lead to an increase in student self-efficacy skills, increased their academic success in content area classes, and on statewide assessments, and through improved attendance and behavior on campus.

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

Description: Positive Incentive Items (OBJ 4310) Amount: 11,875.00 Available Balance: 11,875.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Launch Event (BMX Performers) (OBJ 5810) 2 Performers (1 per grade level) = $1500 each Amount: 3,000.00 Available Balance: 3,000.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Description: TWS Lead teacher (OBJ 1130) $300 per semester Amount: 600.00 Available Balance: 600.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: TWS Team Support (Certificated) (OBJ 1130) (5 certificated X 1 hr. X 9 months = 45 X $34 = $1,530.00) Amount: 1,530.00 Available Balance: 1,530.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: TWS Team Support (Classified) (1 classified X 1 hr. X 9 months = 18 hrs. X $21.38 = $384.84) (OBJ 2110) = $385.00 (1 classified X 1 hr. X 9 months = 18 hrs. X $15.26 = $274.68) (OBJ 2210) = $275.00 Amount: 660.00 Available Balance: 660.00	Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Certificated Benefits for above paid @ 21.40% ($1,530 X .2140 = $327.42) (OBJ 3XX1) = $328.00 Classified Benefits for above paid @ 31.20% ($659.52 X .3120 = $205.77) (OBJ 3XX2) = $206.00 Amount: 534.00 Available Balance:	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

534.00	
Description: Certificated Summer Days (OBJ 1130) $125 a day X 2 days = $250.00 Amount: 250.00 Available Balance: 250.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Classified Summer Days (5 hrs. a day X 2 days = 10 hrs. X $21.38 = $213.80) (OBJ 2110) = $214 (5 hrs. a day X 2 days = 10 hrs. X $15.26 = $152.60) (OBJ 2210) = $153 Amounts: 367.00 Available Balance: 367.00	Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Certificated Benefits for above paid @ 21.40% ($250 X .2140 = $53.50) (OBJ 3931) = $54.00 Classified Benefits for above paid @ 31.20% ($366.40 X .3120 = $114.32) (OBJ 3932) = $114.00 Amounts: 168.00 Available Balance: 168.00	
Description: Swank Subscription (Video Licensing) (OBJ 5810) Amounts: 650.00 Available Balance:	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

650.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.3 Improvements to Counseling Program

By being able to provide a quiet distraction-free setting and providing for needed extra time in the counseling offices will help students struggling with social-emotional difficulties to continue to work when needed this will improve scores on tests and academic achievement. Ruff and Boes's research highlights that with an increase in needing to meet the social-emotional and academic needs of students, "... developing classroom guidance and other counseling interventions [can] effectively reduce math anxiety and increase math achievement..." when a school develops a comprehensive school counseling program that aligns with the academic focus of the school's mission.

Play therapy items needed to support students through counseling (e.g. set of 6 soft stuffed balls used for therapy, ice-breakers, and group work) will be used in many activities to help students get to know one another and build trusting relationships. They can also be utilized to help with other group counseling and a distraction when students present with anxiety, depression, or crisis to help de-escalate. Studies show thumbnails improve team building, increases motivation and retain facts. Additional items such as the Grief Card Game will help facilitate grief discussion and feelings, and also help children communicate and connect with one another.

The School Site Council supports providing comprehensive assistance for students in all areas on campus, including counseling support, which will lead to an increase in student self-efficacy skills, increased their academic success in content area classes, and on statewide assessments, and through improved attendance and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Description: Tables for front office to create a counseling area (6) (OBJ 4310) Amount: 300.00 Available Balance: 300.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description:	Federal 19-20 Title I, Part A - Allocation

Materials and Supplies (Grief Group) (OBJ 4310) Amount: 120.00 Available Balance: 120.00	4000-4999: Books And Supplies
Description: Amount: Available Balance:	

Strategy/Activity 3

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

All students

Strategy/Activity

4.4 SMORE License

Increased family communication via a newsletters/flyers will provide an additional outlet for home-school connections thereby leading to positive improvements in student grades, behavior, and attendance.

Research indicates that "... that parent involvement generally benefits children's and adolescents' learning and academic success.. and...indicate[s] that efforts to
improve student outcomes are more effective when the family is actively involved" (Gonzalez-DeHass, Willems, Doan Holbein).

The School Site Council supports increasing family communication to help with more positive home-school connections which will lead to an increase in student self-efficacy skills, increased their academic success in content area classes, and on statewide assessments, and through improved attendance and behavior on campus.

(Addendum updated on 8/27/18)

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

Description: Purchase a SMORE annual license to increase parent/family communication (OBJ 5840) Amount: 150.00 Available Balance: 150.00	Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All 8th grade students

Strategy/Activity

4.5 Exploring Higher Level Learning Opportunities

To help increase students exposure to higher level learning opportunities which are available to during and after their secondary education, students will travel to travel to the local community college for an informative, hands-on field trip.

Field trips provide motivation and academic engagement for students. Field trips give students a social perspective different than a typical classroom lesson, and less-advantaged students are less likely to have these experiences if schools do not provide them (Greene, Kisida, & Bowen, 2014).

The School Site Council supports using funds to provide transportation this 8th-grade trip will lead to an increase in student self-efficacy skills, increased their academic success in content area classes, and on statewide assessments, and through improved attendance and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Description: COC Field Trip Transportation (OBJ 5710) 7 buses to hold 750 people Amount: 5,250.00 Available Balance: 5,250.00	Federal 19-20 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs

Amount: Available Balance:	

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall, the actions and services in the plan were implemented effectively. However, the decline in student achievement on the 2018 ELA and Math CAASPP demonstrate a need for further support for all students in their academic classes to ensure they are prepared to meet the rigorous coursework in high school.

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

There were no major differences between the intended implementation of the plan's strategies to meet this goal.

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

This plan includes an greater focus on increasing parent engagement and involving families more in supporting their child's education, as well as increased counseling services to meet the personal, social, and emotional needs of our struggling students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$172,522.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Federal 19-20 Title I, Part A - Allocation	$169,329.00
Federal 19-20 Title I, Part A - Parent Participation	$3,193.00

Subtotal of additional federal funds included for this school: $172,522.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $172,522.00

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Federal 18-19 Title I, Part A -	15,482.00	15,482.00
Federal 18-19 Title I, Part A -	1,000.00	1,000.00
Federal 19-20 Title I, Part A -	169,329.00	0.00
Federal 19-20 Title I, Part A -	3,193.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Federal 19-20 Title I, Part A - Allocation	169,329.00
Federal 19-20 Title I, Part A - Parent Participation	3,193.00

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	41,721.00
2000-2999: Classified Personnel Salaries	1,667.00
3000-3999: Employee Benefits	9,156.00
4000-4999: Books And Supplies	79,104.00
5700-5799: Transfers Of Direct Costs	7,850.00
5800: Professional/Consulting Services And Operating	33,024.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Carolyn Hoffman	Principal
Matt Hinze	Other School Staff
Angela Knolls	Other School Staff
Courtney Iacenda	Other School Staff
Skye Ostrom	Classroom Teacher
Cherie Lakin	Classroom Teacher
Brianna Mowry	Classroom Teacher
Kellie Kontis	Classroom Teacher
Stephanie Caneday (alternate)	Classroom Teacher
Jeff Regez	Parent or Community Member
Stephanie Compton	Parent or Community Member
Nanci Webster	Parent or Community Member
Melinda Oakley	Parent or Community Member
Kim Arnold (alternate)	Parent or Community Member
Ella Geul	Secondary Student
Christian Carrillo	Secondary Student
Rowan Devoe	Secondary Student
Anthony Espinoza	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/16/2019.

Attested:

Principal, Carolyn Hoffman on 04/19/2019
SSC Chairperson, Stephanie Compton on 04/19/2019