

# *School Plan for Student Achievement*



## **SIERRA VISTA ELEMENTARY**

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Clovis 93612-2288

7/1/23-6/30/24

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# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Elementary School	10-62117-6005904	May 18, 2023	June 14, 2023

## Purpose and Description

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

Schoolwide Program

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

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Educational Partner Involvement .....	9
School and Student Performance Data .....	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results .....	16
Student Population.....	20
Overall Performance .....	22
Academic Performance .....	23
Academic Engagement .....	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	37
Goal 3.....	41
Budget Summary .....	44
Budget Summary .....	44
Other Federal, State, and Local Funds .....	44
Budgeted Funds and Expenditures in this Plan .....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source .....	45
Expenditures by Budget Reference .....	45
Expenditures by Budget Reference and Funding Source .....	45
Expenditures by Goal.....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

- \*SART- School Assessment Review Team
- \*Student body ELCAP survey
- \*CUSD school climate assessment
- \*English Learner needs assessment Survey
- \*Native American Education Survey
- \*Parent ELCAP survey

SART Surveys: 90% plus in each category for Strongly Agree or Agree in positive areas, Biggest areas of concern was menu in cafeteria and traffic during school pick up.

ELAC Survey: Largely positive response to the EL program and they education parents/guardians feel their student is getting. ELAC trying to find more ways to get more of the EL community involved in ELAC.

Teachers, Parents, students all reported largely positive feedback about Sierra Vista.

One of the biggest challenges that Sierra Vista continues to face is how to get more community members involved in giving feedback and participating in community/school functions.

## Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objective
- Frequency of Checking for Understanding
- Differentiated Instruction
- Frequency of Academic Conversation

## 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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- \*SBAC
- \*ELPAC
- \*iReady
- \*iCAL
- \*iCAM
- \*Inspect

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

## Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:  
<https://www.cusd.com/sarc.aspx>

## **Opportunity and Equal Educational Access**

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.



## Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- \*Parent communication through weekly newsletters
- \*Updated School Website
- \*Social Media Posts
- \*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- \*IDAC
- \*SART
- \*ELAC
- \*SSC
- \*Back to school night
- \*Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

## Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

## Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

SSC/ELAC committees approved a recommendation that the 2023 SPSA plan will include the following Goals:

- Goal 1: Increase number of students who meet their growth goals in ELA
- Goal 2: Increase number of students who meet their growth goals in Math.

This decision was reached by looking at growth data from local district assessments over 2021 and 2022 testing data in all grade levels and major demographics.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.83%	0.6%	5	4	3
African American	4.3%	3.93%	3.98%	23	19	20
Asian	10.7%	10.54%	11.33%	58	51	57
Filipino	0.4%	0.41%	0.99%	2	2	5
Hispanic/Latino	58.3%	58.68%	59.05%	315	284	297
Pacific Islander	0.2%	%	0%	1	0	0
White	22.4%	22.93%	21.27%	121	111	107
Multiple/No Response	2.8%	2.48%	2.19%	15	12	11
Total Enrollment				540	484	503

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	72	84
Grade 1	80	65	70
Grade 2	76	73	72
Grade3	75	66	74
Grade 4	71	66	68
Grade 5	85	63	71
Grade 6	65	79	64
Total Enrollment	540	484	503

### Conclusions based on this data:

1. Sierra Vista's top three student populations are Hispanic, White, and Asian.
2. Sierra Vista has had a steady increase in Hispanic students over the past 3 years.
3. Sierra Vista's largest group is Hispanic at 57% in 2022

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	38	32	7.2%	7.9%	6.4%
Fluent English Proficient (FEP)	21	24	26	3.9%	5.0%	5.2%
Reclassified Fluent English Proficient (RFEP)	0	7		0.0%	18.4%	

### Conclusions based on this data:

1. Sierra Vista has been able to reclassify 12 students three last years.
2. 81% of our EL students made their growth goal in ELA
3. 59% of our EL students made their growth goal in Math

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	64		0	63		0	63		0.0	98.4	
Grade 4	70	59		0	58		0	58		0.0	98.3	
Grade 5	86	59		0	59		0	59		0.0	100.0	
Grade 6	63	74		0	73		0	73		0.0	98.6	
All Grades	293	256		0	253		0	253		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.			14.29			20.63			20.63			44.44	
Grade 4		2449.			12.07			27.59			25.86			34.48	
Grade 5		2470.			6.78			35.59			27.12			30.51	
Grade 6		2511.			5.48			38.36			30.14			26.03	
All Grades	N/A	N/A	N/A		9.49			30.83			26.09			33.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.46			55.56			26.98	
Grade 4		10.34			68.97			20.69	
Grade 5		15.25			66.10			18.64	
Grade 6		10.96			63.01			26.03	
All Grades		13.44			63.24			23.32	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			50.79			42.86	
Grade 4		3.45			72.41			24.14	
Grade 5		6.78			66.10			27.12	
Grade 6		2.78			73.61			23.61	
All Grades		4.76			65.87			29.37	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			73.02			20.63	
Grade 4		6.90			81.03			12.07	
Grade 5		3.39			81.36			15.25	
Grade 6		12.33			73.97			13.70	
All Grades		7.51			77.08			15.42	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.70			52.38			34.92	
Grade 4		8.62			75.86			15.52	
Grade 5		13.56			54.24			32.20	
Grade 6		16.44			64.38			19.18	
All Grades		13.04			61.66			25.30	

**Conclusions based on this data:**

1. Sierra Vista had a drop in the number of students who met and exceeded standards.
2. The majority of our students fell in the at or near standard data range for this year
3. The 21-22 data is the baseline CAASPP data after a 3 years absence of data.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	64		0	62		0	62		0.0	96.9	
Grade 4	70	59		0	58		0	58		0.0	98.3	
Grade 5	86	59		0	59		0	59		0.0	100.0	
Grade 6	63	74		0	72		0	72		0.0	97.3	
All Grades	293	256		0	251		0	251		0.0	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2402.			9.68			27.42			24.19			38.71	
Grade 4		2432.			1.72			22.41			41.38			34.48	
Grade 5		2443.			1.69			10.17			32.20			55.93	
Grade 6		2484.			11.11			19.44			18.06			51.39	
All Grades	N/A	N/A	N/A		6.37			19.92			28.29			45.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90			53.23			33.87	
Grade 4		8.62			43.10			48.28	
Grade 5		3.39			44.07			52.54	
Grade 6		12.50			36.11			51.39	
All Grades		9.56			43.82			46.61	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.29			53.23			35.48	
Grade 4		6.90			50.00			43.10	
Grade 5		1.69			52.54			45.76	
Grade 6		6.94			48.61			44.44	
All Grades		6.77			51.00			42.23	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.06			61.29			30.65	
Grade 4		8.62			72.41			18.97	
Grade 5		0.00			66.10			33.90	
Grade 6		11.11			63.89			25.00	
All Grades		7.17			65.74			27.09	

**Conclusions based on this data:**

1. Sierra Vista has had inconsistent growth in math for % of students how scored at or above Mastery.
2. Sierra Vista students struggled in CAASPP Math. Gaps in 2 years of CAASPP testing were evident.
3. Like ELA, the majority of our students fell in the at or near band for every math domain which means we have a large number of students who could move to above standard.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	10	6
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	4	*
Grade 3	*	*	*	*	*	*	7	*
Grade 4	*	*	*	*	*	*	6	7
Grade 5	1521.0	*	1523.6	*	1518.2	*	13	*
Grade 6	*	*	*	*	*	*	4	7
All Grades							47	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	38.46	*	30.77	*	23.08	*	7.69	*	13	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	29.79	22.86	29.79	42.86	27.66	25.71	12.77	8.57	47	35

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	61.54	*	23.08	*	0.00	*	15.38	*	13	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	48.94	42.86	23.40	28.57	14.89	22.86	12.77	5.71	47	35

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	23.08	*	23.08	*	38.46	*	15.38	*	13	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	19.15	11.43	21.28	28.57	34.04	37.14	25.53	22.86	47	35

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	38.46	*	53.85	*	7.69	*	13	*
6	*	*	*	*	*	*	*	*
All Grades	25.53	34.29	63.83	57.14	10.64	8.57	47	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	84.62	*	0.00	*	15.38	*	13	*
6	*	*	*	*	*	*	*	*
All Grades	57.45	42.86	25.53	45.71	17.02	11.43	47	35

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	30.77	*	53.85	*	15.38	*	13	*
6	*	*	*	*	*	*	*	*
All Grades	17.02	8.57	57.45	71.43	25.53	20.00	47	35

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	15.38	*	76.92	*	7.69	*	13	*
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.66	20.00	48.94	74.29	23.40	5.71	47	35

**Conclusions based on this data:**

1. Majority of our students received a 3 on the ELPAC summative assessment
2. Our weakest domains are oral language and writing
3. Our strongest domain is speaking

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	89.3	7.9	1.0
Total Number of Students enrolled in Sierra Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	7.9
Foster Youth	5	1.0
Homeless	2	0.4
Socioeconomically Disadvantaged	432	89.3
Students with Disabilities	54	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.9
American Indian	4	0.8
Asian	51	10.5
Filipino	2	0.4
Hispanic	284	58.7
Two or More Races	12	2.5
Pacific Islander		
White	111	22.9

**Conclusions based on this data:**

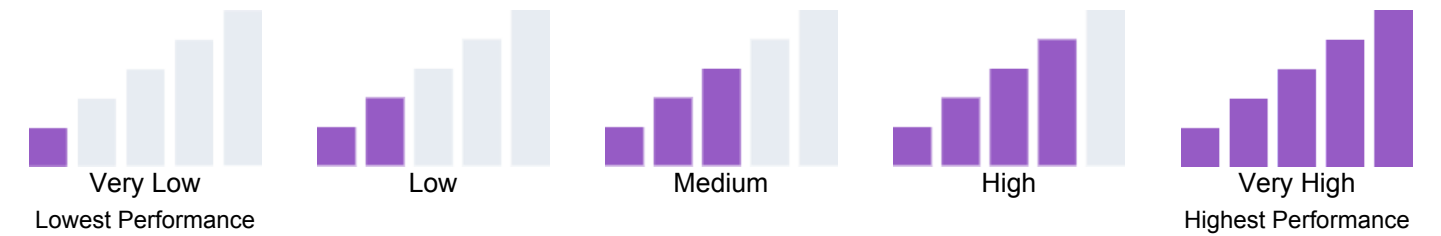
- 1. Sierra Vista's biggest population are Hispanic
- 2. 89% of students attending Sierra Vista are Socioeconomically Disadvantaged
- 3. We have a larger than average SWD subgroup

# School and Student Performance Data

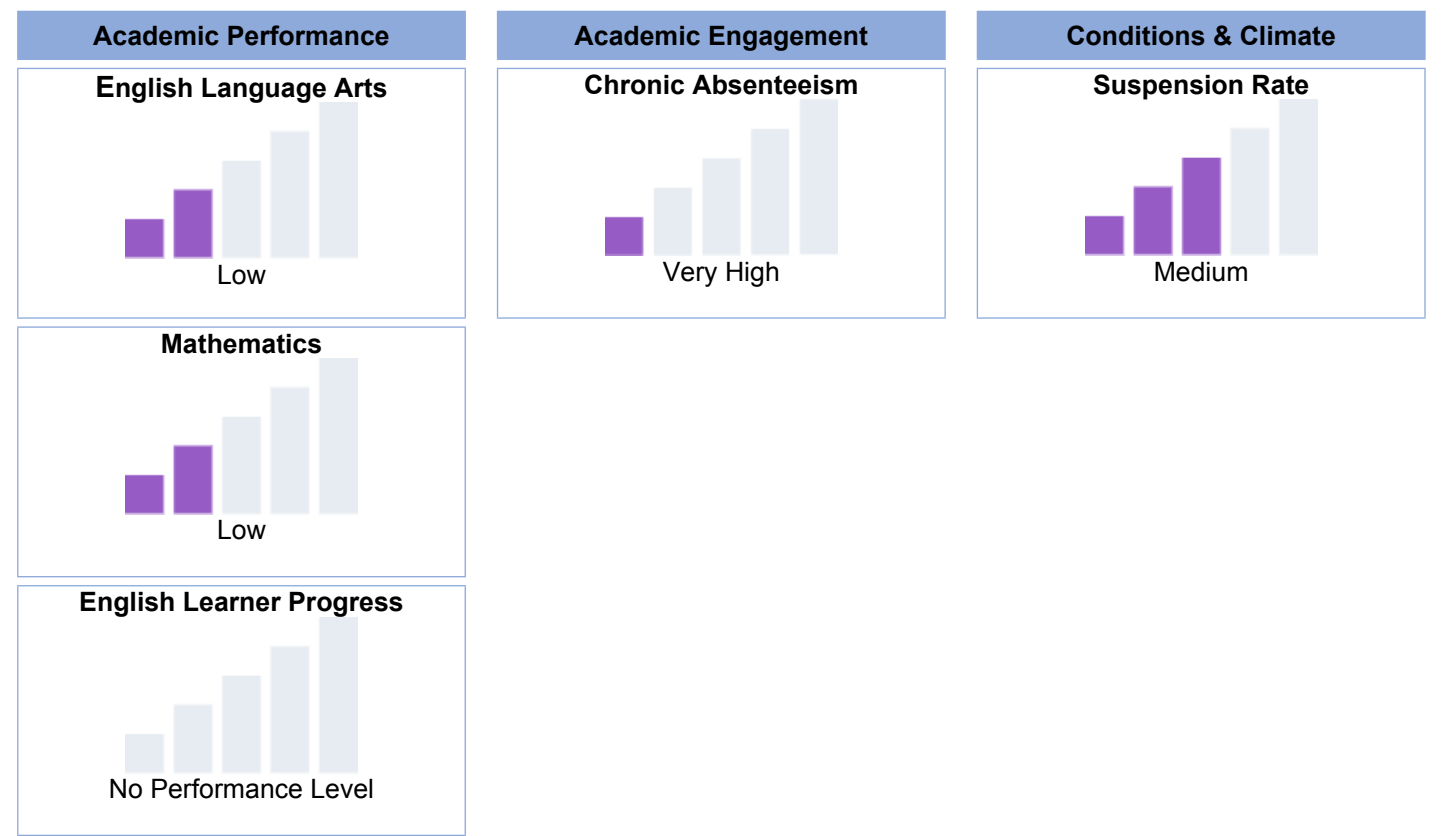
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



**Conclusions based on this data:**

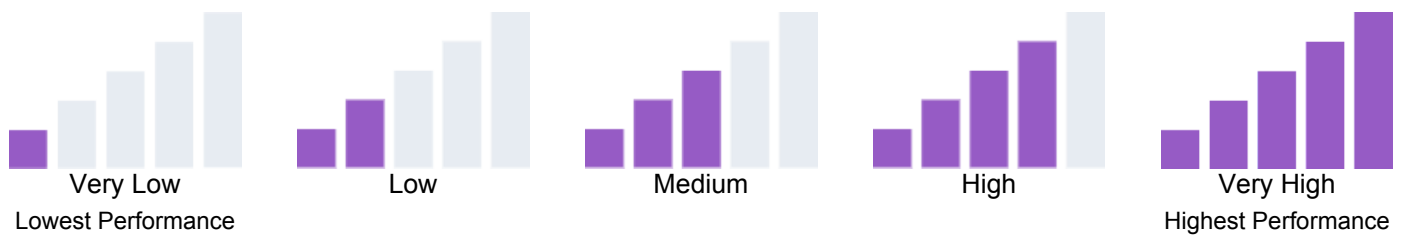
1. Math and ELA both received Low status indicators
2. Our Chronic absentee indicator was very high
3. Our suspension rates indicator is medium

# School and Student Performance Data

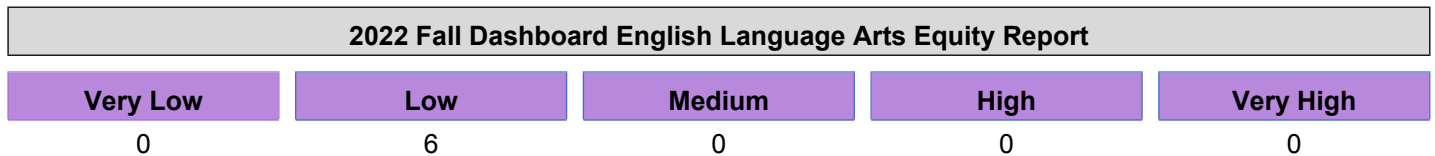
## Academic Performance English Language Arts

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

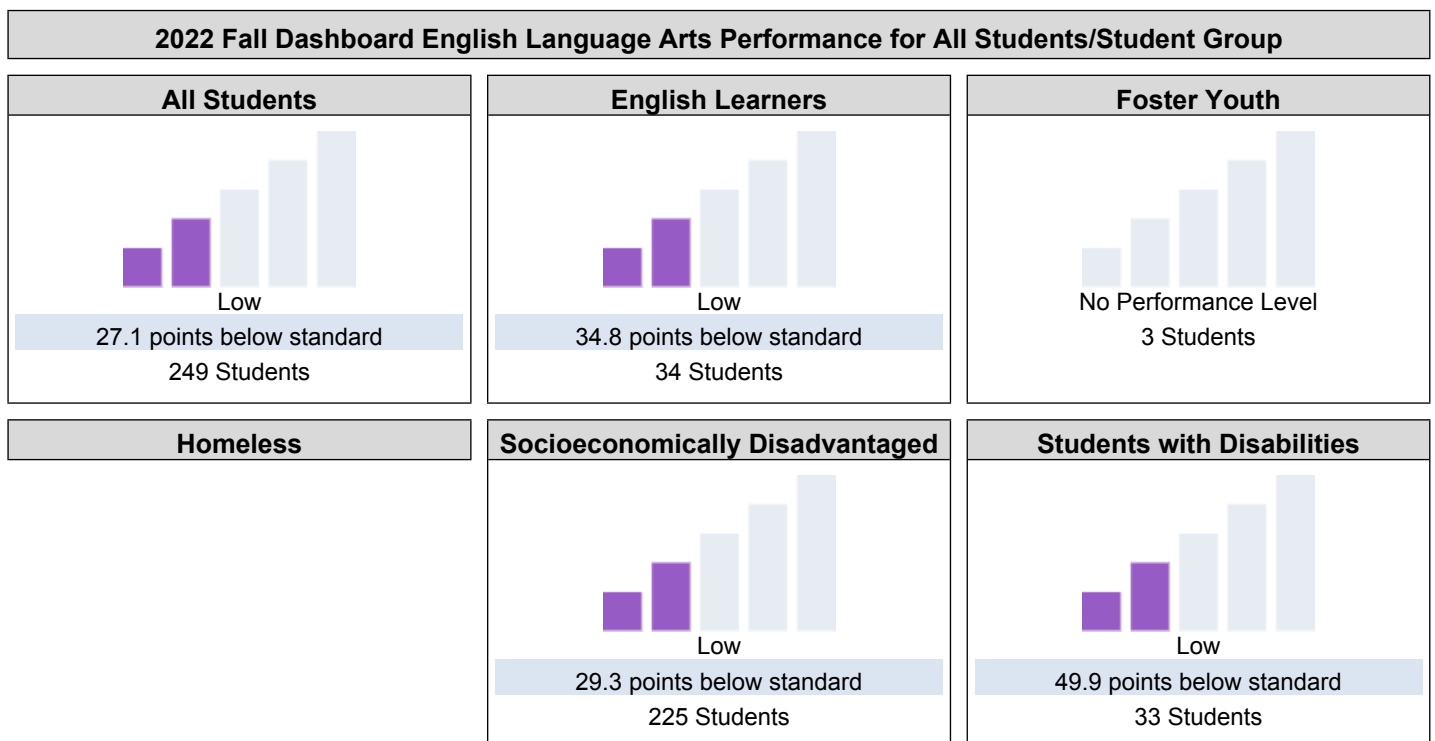
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

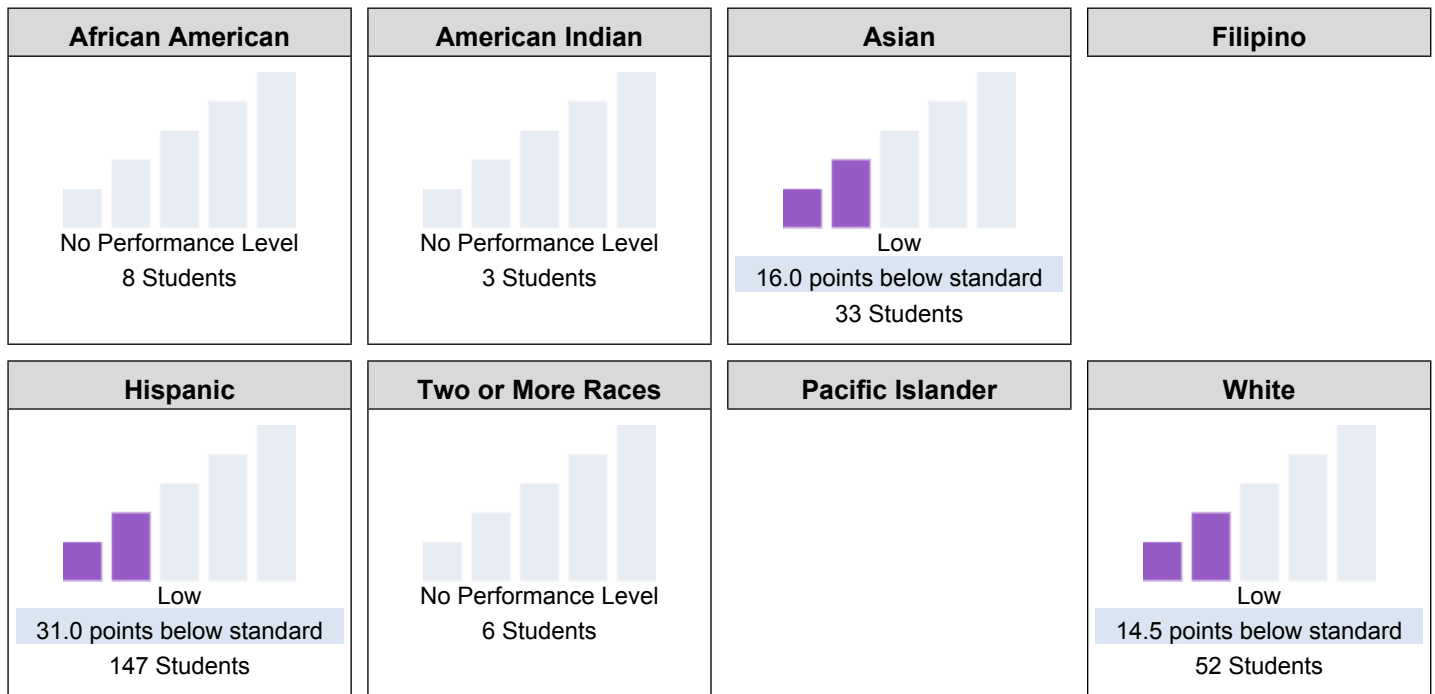


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.7 points below standard 15 Students	0.9 points below standard 19 Students	26.7 points below standard 212 Students

#### Conclusions based on this data:

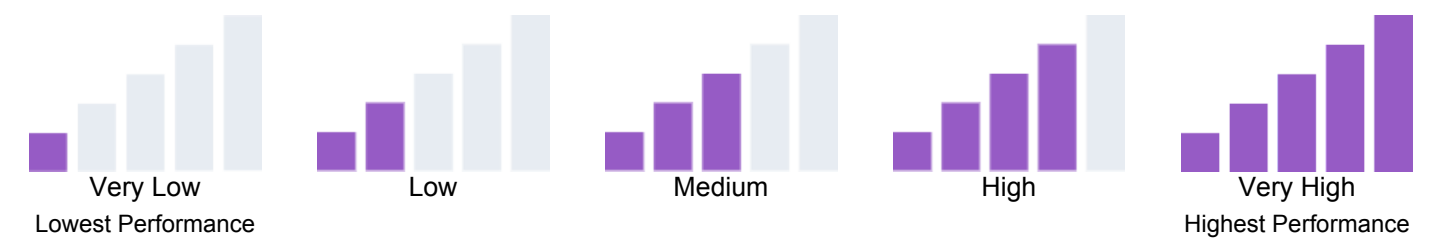
1. All of our subgroups received a low indicator
2. Our current SWD subgroup was 49.9 points below the standard

# School and Student Performance Data

## Academic Performance Mathematics

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

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



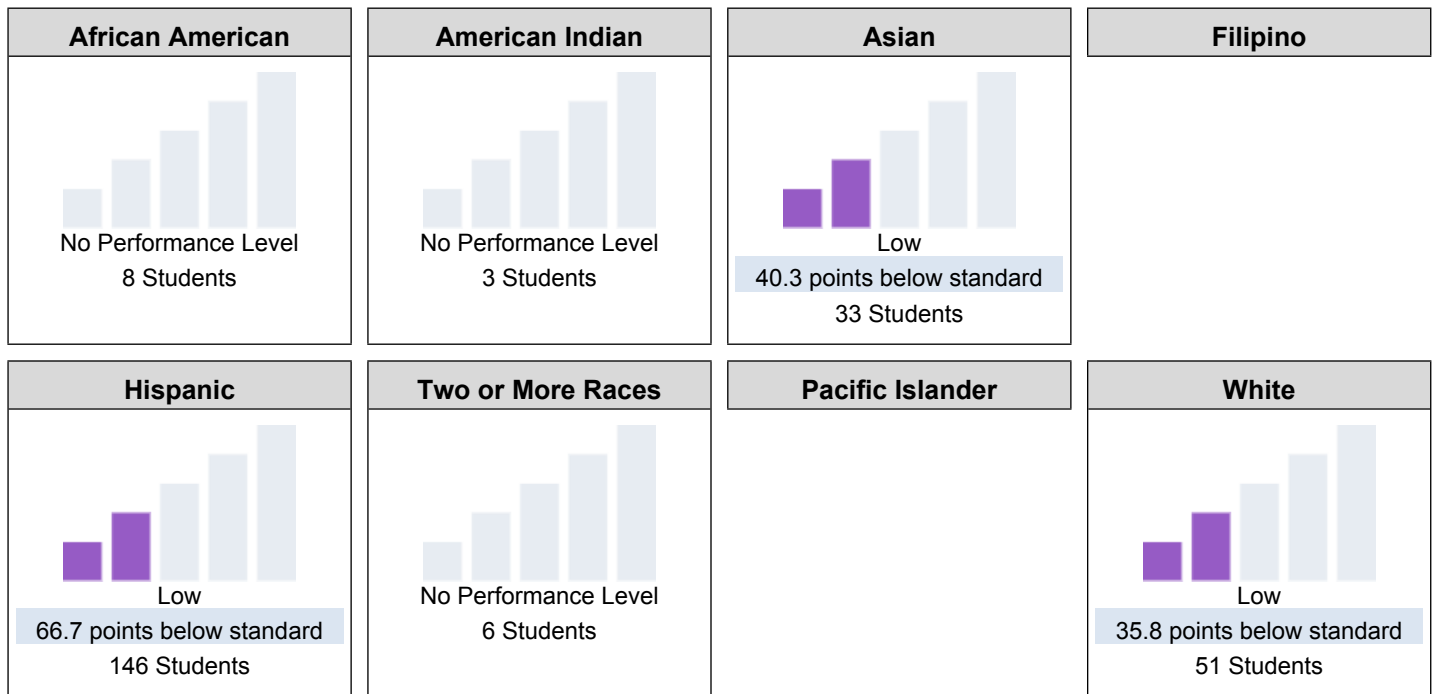
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	6	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div><b>All Students</b></div> <div><p>Low</p><p>56.1 points below standard</p><p>247 Students</p></div>	<div><b>English Learners</b></div> <div><p>Low</p><p>66.8 points below standard</p><p>33 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>3 Students</p></div>
<div><b>Homeless</b></div> <div><p>Low</p><p>58.1 points below standard</p><p>223 Students</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Low</p><p>58.1 points below standard</p><p>223 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Low</p><p>73.7 points below standard</p><p>33 Students</p></div>

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.8 points below standard 15 Students	29.6 points below standard 19 Students	55.1 points below standard 211 Students

#### Conclusions based on this data:

1. All of our subgroups received very low status indicators in math
2. Our current EL students show that they were 125.8 points below standard in the comparison data

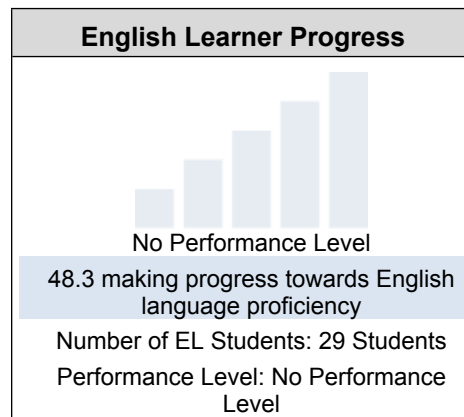
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.3%	41.4%	3.4%	44.8%

#### Conclusions based on this data:

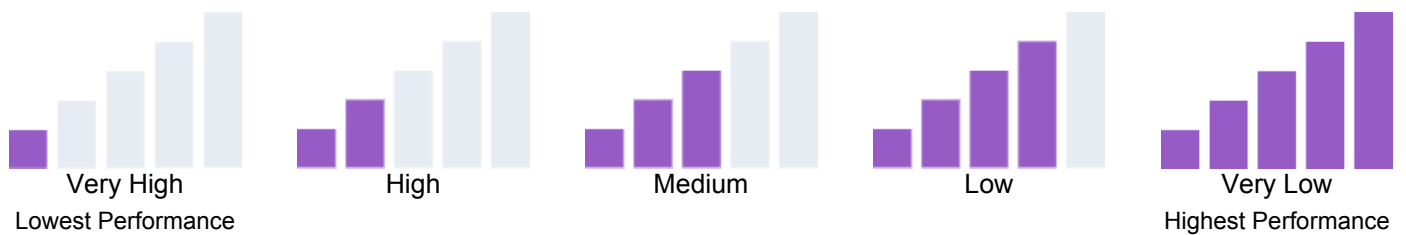
1. Due to having less than 30 EL students, we did not receive an EL status indicator
2. However, the data does show that 48.3% of our EL students are making progress toward English proficiency
3. Only 3 students decreased an ELPI level

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



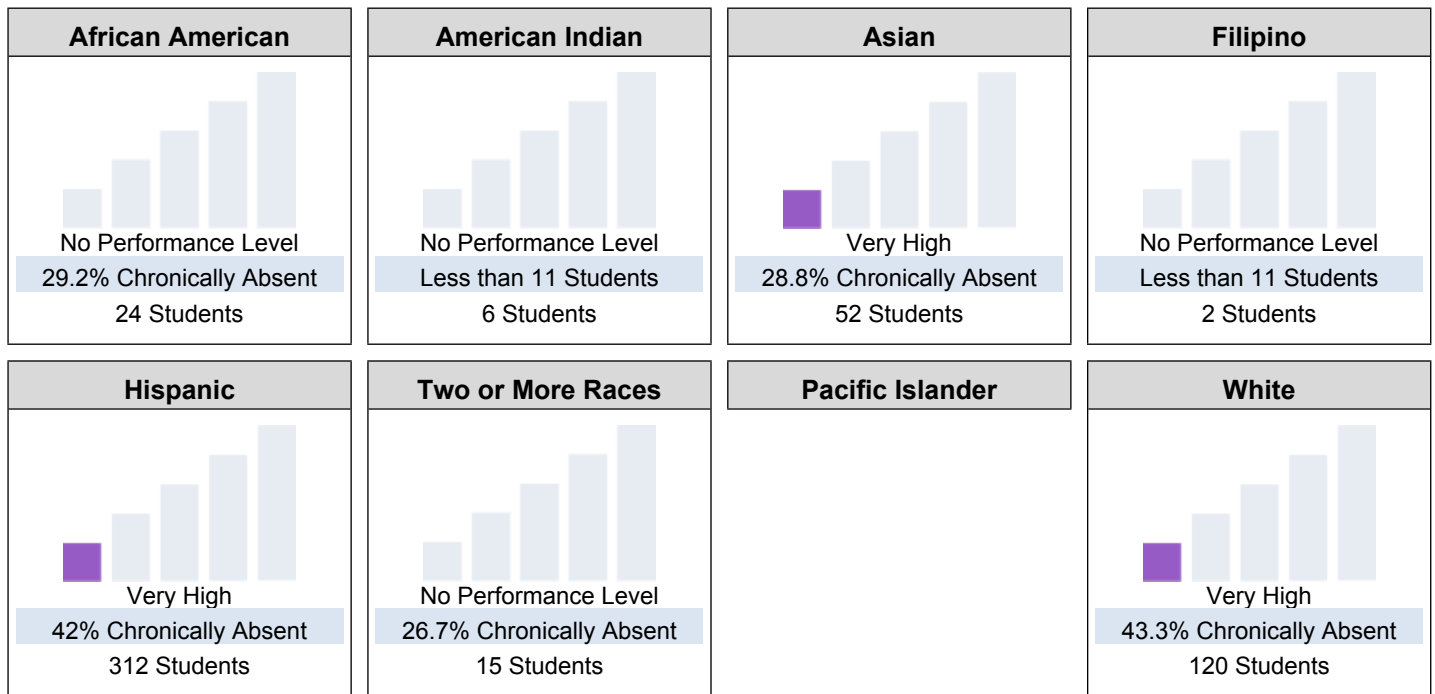
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>39.7% Chronically Absent</p> <p>531 Students</p>	<b>English Learners</b> <p>Very High</p> <p>27.5% Chronically Absent</p> <p>51 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>40.7% Chronically Absent</p> <p>474 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>45.7% Chronically Absent</p> <p>70 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

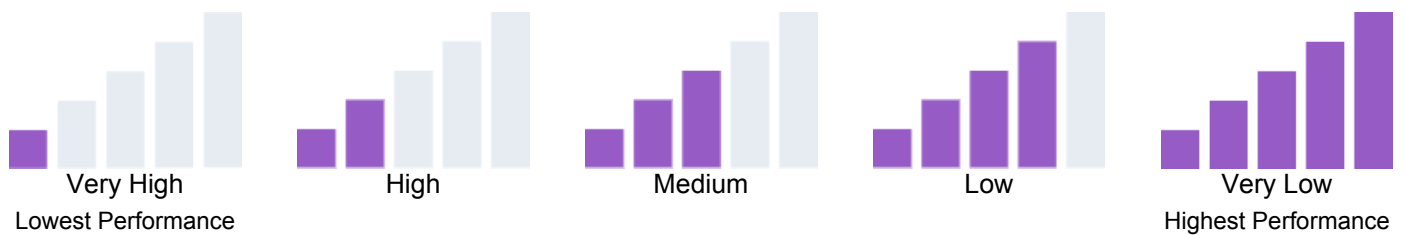
1. Similar to other schools, our chronic absentee rates were very high
2. All of our subgroups received very high indicators
3. Our Asian subgroup had the least students who fell into the category of chronically absent

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



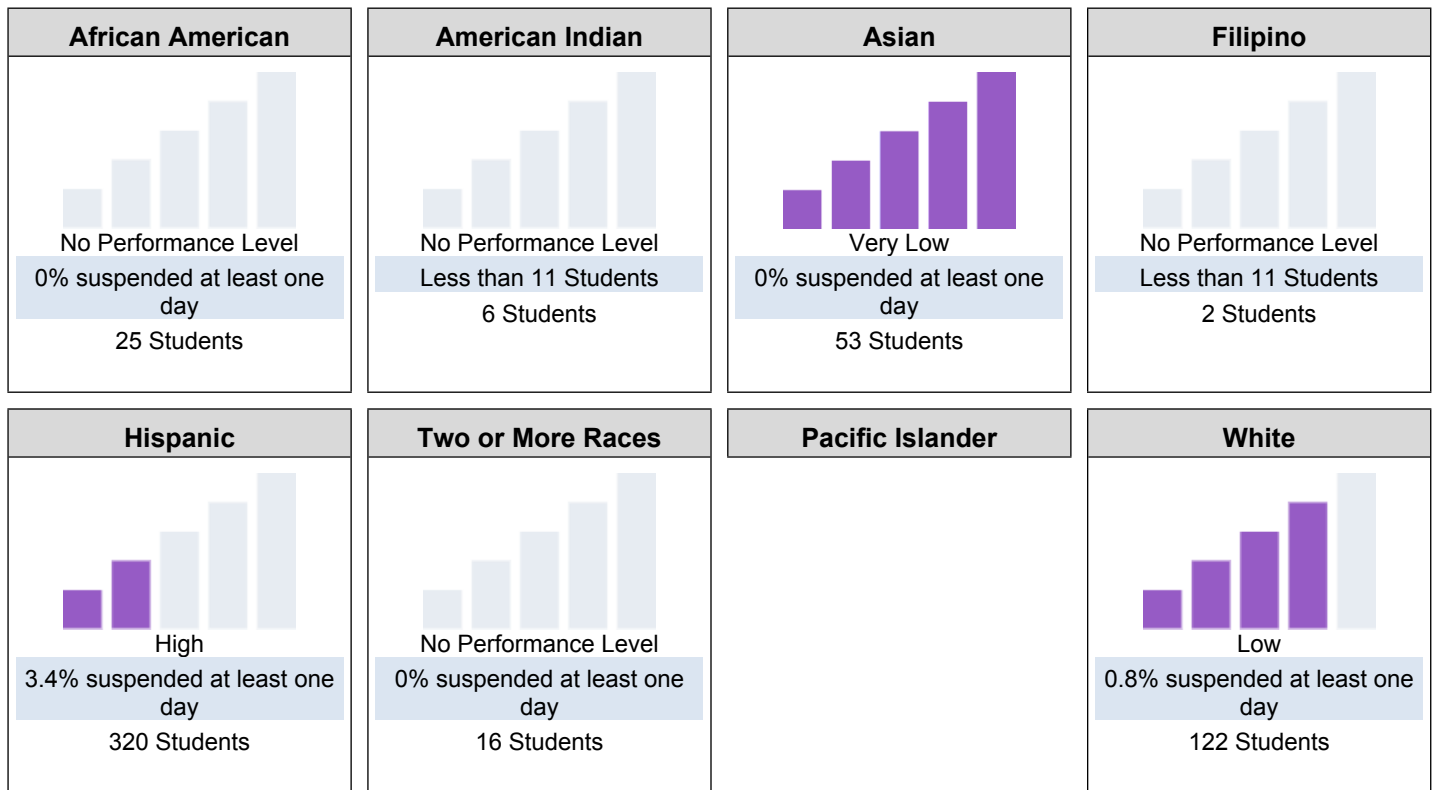
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	2	2	1	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Medium</p> <p>2.4% suspended at least one day</p> <p>544 Students</p>	<b>English Learners</b> <p>Medium</p> <p>1.9% suspended at least one day</p> <p>52 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Medium</p> <p>2.5% suspended at least one day</p> <p>483 Students</p>	<b>Students with Disabilities</b> <p>High</p> <p>5.6% suspended at least one day</p> <p>71 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our overall suspension rates were medium
2. Our Asian subgroup had 0 suspensions and had a very low indicator
3. Our White subgroup received a low indicator



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students  
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 1

Sierra Vista will increase the % of all students to meet their individual growth goal through local district assessments by 8% in ELA.

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
This goal will be schoolwide, with specific strategies and actions focused on significant subgroups, such as students identified as English Language Learners, Hispanic, Socially-Economically Disadvantaged, Asian, White, and Students with Disabilities. Percentages are based on students who made 100% of their projected growth goal

## MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

- All Students 59% to 67%
- \* English Learners from 59% to 67%
  - \* Hispanic from 54% % to 64%
  - \* Socially-Economically Disadvantaged 57% to 67%
  - \* Students with Disabilities from 44% to 54%

For the second straight testing year, Sierra Vista will use local assessment to measure growth due to the CAASPP being canceled in the previous two years. Sierra Vista will measure growth based on district assessments and create a new baseline for 2022 with CAASPP Data.

California has made the full transition towards implementing the Common Core State Standards. Currently, we will use all mandated state assessments, including the CAASPP, as data points, to monitor student achievement. Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

The Smarter Balanced Assessment Consortium is a multi-state consortium working collaboratively and has developed the California Assessment of Student Performance and Progress (CAASPP) with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments and the CAASPP assessment are designed to measure student progress toward college and career readiness.

This is the first year Sierra Vista has received student results from the CAASPP since the COVID 19 shut down. Local Assessments used to measure growth and CAASPP used to establish a new baseline for growth goals. Stakeholders will be able to examine and interpret the assessment data in order to monitor student progress and achievement. In addition, CUSD has historically used the "Clovis Assessment System for Sustained Improvement" (CLASS!), it is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in standards and the California State Public Schools Accountability Act. The components of CLASS! include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs.

CLASS! is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post-secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and co-curricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. Whereas CLASS! Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the selfreview process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement. Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Ongoing CUSD Unit pre/post assessments in ELA
- \* iCAL assessments and performance tasks
- \* Accelerated Reader (ZPD and points progress)
- \* ELD Portfolio profiles \* Quarterly Benchmark/Collections Assessments and High Point assessments
- \* EL ELPAC scores for 2019
- \* K-1 Assessment/DRA2
- \* CAASPP results
- \* Walk-Through Observations

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

- \* ELA unit pre/post assessments -EL, SEO, SWD, White, Asian, Hispanic
- \* Bi-annual iCAL assessments -EL, SEO, SWD, White, Asian, Hispanic
- \* Monthly Accelerated Reader/STAR -EL, SEO, SWD, White, Asian, Hispanic
- \* Quarterly ELD Progress Profile -EL \* Annual ELPAC scores -EL
- \* Yearly K-1 Assessments/DRA2 -EL, SEO, SWD, White, Asian, Hispanic

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>iReady Results</li> <li>Benchmark tests throughout the year</li> <li>District iCal tests</li> </ul>	59 % of Sierra Vista students made their student growth goal	67% of Sierra Vista students to make their student growth goal

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

#### ELA Instructional Strategy

Sierra Vista's ELA program will consist of multiple strands. ELA instruction will comprise of core curriculum in the classroom, supplemental intervention groups within the classroom, ELD/SDAIE implementation designed for EL students, school interventions, and either summer school intervention for students at-risk of retention or the EL Academy for EL students that need further growth. The goal is for all students to show that they have met or exceeded the standard in ELA as measured by CUSD district created assessments and/or CAASPP assessment. We will monitor all groups, specifically the subgroups to ensure they make adequate growth. Core curriculum will be supplied through the use of district adopted curriculum, Benchmark, Collections, and ELD will be taught by the classroom teacher using Benchmark and Collections as well.

#### ELA Action

##### Tasks

Supplemental Instructional Materials, Supplies, and Graphic Arts -such as but not limited to Language Acceleration Block materials, Benchmark materials, leveled readers, literature books, phonics workbooks, SRA kits, manipulatives, spelling games, Reading Comprehension Toolkit, Accelerated Reader subscription, Curriculum Associates, Scholastic News subscriptions, and various reading materials designed for a variety of modalities and instructional strategies.

Staff Development -Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend inservices, workshops or conferences; to attend school-site meetings and observe classrooms; to attend trainings and workshops related to the implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes.

Bilingual Instructional Aid Salary and Benefits -provide primary language support to EL students, assist teachers in the core curricular subject areas, and assist with the EL documentation.

Technology Equipment -software, licenses, computers, LCD Projectors, document cameras, Promethean devices, iPads, printers, switches, cables, access points, monitors, and voting devices.

Measures  
 Student Attendance  
 Teacher made assessments (CFAs)  
 Benchmark assessments  
 ELD progress profile  
 Block assessments  
 Bi-Annual iCAL (district)assessments  
 Bi-Annual iCAL Performance  
 Task Annual Annual ELPAC  
 K-1st grade district assessments  
 K-3rd grade ORA assessments  
 Accelerated Reader reports  
 Purchase Orders/requisitions  
 State generated 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.

Amount(s)	Source(s)
41,449.42	LCAP Supplemental
5,818.21	LCAP Intervention
221528.60	Title I
2660.36	Title I Part A: Parent Involvement
3328.62	Title III English Learner

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Professional development on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction.

Small group instruction through the use of instructional assistants during guided reading period will support implementation of differentiated instruction for all students.

Providing instructional assistants professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.

Extended learning opportunity for kindergarten students will provide additional supports to students who are not yet proficient in fundamental foundations.

Extended learning opportunity for English learners & RFEP students will provide additional supports to students who are not yet proficient in English

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

No discrepancy in budgeted expenditures to implement strategies.

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.

The primary goal based on District assessment goals for 21-22 school year. To further the success of meeting our goal, we must continue to offer intervention opportunities of the highest caliber and provide professional development in the areas of reading and writing in conjunction with our iReady trainings

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 2

Sierra Vista will increase the % of all students to meet their individual growth goal through local district assessments by 10% in Math.

## Identified Need

**STUDENT GROUPS PARTICIPATING IN THIS GOAL:** Goal will be school wide, with specific strategies and actions focused on significant subgroups, English Language Learners, Hispanic students, students identified as Socially-Economically Disadvantaged, Asian students, and Students with Disabilities, and all students. Percentages based on students who made 100% of their expected growth goal.

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS IN ACHIEVING GROWTH GOAL.**

- \* All Students from 52% to 62%
- \* English Learners from 21 % to 50% (70% showed growth)
- \* Hispanic from 54% to 64%
- \* Socially-Economically Disadvantaged 53% to 63%
- \* Students with Disabilities from 40% to 50%

### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

This is the first year Sierra Vista has received student results from the CAASPP since the COVID 19 shut down. Local Assessments used to measure growth and CAASPP used to establish a new baseline for growth goals. As stated in the "Means of Evaluating Progress Toward This Goal" of the Math will be done through iReady district math assessment scores, to examine and interpret. Sierra Vista will utilize the iReady Math my path to strengthen the development of lessons and instruction which are based on the California Common Core Standards.

As a district and as a school site, Sierra Vista, will evaluate overall performance utilizing the CLASS! model to maintain accountability in terms of educational excellence.

In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Bi-annual iCAM assessments and performance tasks
- \* iReady Math Assessment
- \* CUSD Unit Pre/Post Assessments
- \* Annual K-1 Assessments
- \* CAASPP State Assessments (base line 2022)

\* Walk-Through Observations

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Ongoing progress toward goal objective will be measured by:

- \* Bi-annual review of CUSD iCAM Assessments - EL, SED, SWD, White, Asian, Hispanic
- \* Ongoing review of Unit Pre and Post Tests - EL, SED, SWD, White, Asian, Hispanic
- \* State assessments - EL, SED, SWD, White, Asian, Hispanic
- \* iReady My Path and Assessments - EL, SED, SWD, White, Asian, Hispanic
- \* Teacher made tests - EL, SED, SWD, White, Asian, Hispanic
- \* K-1 Assessments - EL, SED, SWD, White, Asian, Hispanic

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Assessments	52% of students made their growth goal	62% students to make growth goal

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

##### Math Instructional Strategy

It is the goal of Sierra Vista Elementary to have all students achieve proficiency at their specific grade levels. We will monitor all groups, specifically our significant subgroups, to ensure all students make adequate growth. Specific strategies will include small group instruction, school interventions, summer school intervention, and the utilization of supplementary materials within the textbook adoptions. Sierra Vista is also using iReady math and the "my path" section to help students meet their growth goal by giving them math at their instructional level.

##### Tasks

Supplemental Instructional Materials, Supplies, and Graphic Arts - such as but not limited to online subscription to ALEKS, McGraw-Hill My Math resources and blackline math masters designed for a variety of modalities and instructional strategies.

Staff Development -Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend inservices, workshops or conferences; and to attend school-site meetings and observe classrooms; to attend trainings and workshops related to the implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes.

Bilingual Instructional Aide Salary and Benefits - provide primary language support to EL students, and assist teachers in the core curricular subject area.

Push In/Extended Day Teacher Salary and Benefits - provide instructional services to below grade level students and monitor and reteach students.



Technology Equipment - software, licences, computers, LCD Projectors, document cameras, Promethean Interactive devices, iPads, printers, switches, cables, access points, and monitors.

#### Measures

Student Attendance

Teacher made assessments (CFAs)

My Math assessments

iReady Math

Math Club Intervention Illustrative

Math Pilot - Grade 6

State CAASPP assessment

K-1 Assessments

Purchase Orders/Requisitions

Bi-Annual iCAM Assessments and Performance Tasks

Pre and Post CUSD unit math 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.

Amount(s)	Source(s)
41,450.75	LCAP Supplemental
5,818.21	LCAP Intervention
221,528.60	Title I
2,660.37	Title I Part A: Parent Involvement
3,328.63	Title III English Learner

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS



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

Professional development on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress and use individual instructional pathway recommendations to support differentiated instruction.

Small group instruction through the use of instructional assistants will support implementation of differentiated instruction for all students.

Providing professional development will increase staff's capacity to use effective strategies in their small group instruction.

Extended learning opportunity for kindergarten students will provide additional supports to students who are not yet proficient in fundamental foundations.

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

No discrepancy in budgeted expenditures to implement strategies.

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.

The primary goal based on district assessments for 21-22 school year. To further the success of meeting our goal, we must continue to offer intervention opportunities of the highest caliber and provide professional development in the areas of math in conjunction with our iReady trainings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Science

## LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.  
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.  
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

## Goal 3

Sierra Vista will increase the % of all students to "meet standards" in Science State Assessment.

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
This goal will be schoolwide, with specific strategies and actions focused on significant subgroups, such as students identified as English Language Learners

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL  
  
For the second straight testing year, Sierra Vista will use local assessment to measure growth due to the CAASPP being canceled in the previous two years. Sierra Vista will measure growth based on district assessments and create a new baseline for 2022 with CAASPP Data.

California has made the full transition towards implementing the Common Core State Standards. Currently, we will use all mandated state assessments, including the CAASPP, as data points, to monitor student achievement. Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

The Smarter Balanced Assessment Consortium is a multi-state consortium working collaboratively and has developed the California Assessment of Student Performance and Progress (CAASPP) with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments and the CAASPP assessment are designed to measure student progress toward college and career readiness.

This is the third year Sierra Vista has used iReady local district assessments to reclassify EL students due to lack of SPAC scores. Stakeholders will be able to examine and interpret the assessment data in order to monitor student progress and achievement. In addition, CUSD has historically used the "Clovis Assessment System for Sustained Improvement" (CLASS!), it is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in

standards and the California State Public Schools Accountability Act. The components of CLASS! include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs.

CLASS! is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post-secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and co-curricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. Whereas CLASS! Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the selfreview process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement. Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Ongoing CUSD Unit pre/post assessments in ELA
- \* iCAL assessments and performance tasks
- \* Accelerated Reader (ZPD and points progress)
- \* ELD Portfolio profiles \* Quarterly Benchmark/Collections Assessments and High Point assessments
- \* EL ELPAC scores for 2019
- \* K-1 Assessment/DRA2
- \* CAASPP results
- \* Walk-Through Observations

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSI	19% Met or Exceed Standard	30% Met or Exceed 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)

All Students

#### Strategy/Activity

Strategy: Professional Development

Activity:

Teachers will attend PD throughout the year to support the use of a newly adopted science textbook

Teachers will have the opportunity to collaborate with other teachers across the district and at our school through the science training

The PD that teachers will attend will also focus on the Next Generation Science Standards

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded

The district will be covering the cost with district funds

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

Sierra Vista will utilize the new Science Curriculum to strengthen the knowledge of our 5th grade students.

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

This new curriculum is better aligned to the California State Science Standards

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 is a baseline year utilizing the new curriculum and staff training to show growth on the Science test.

# 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	\$424,345.84
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$549,571.77

## 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 (\$)
Title I	\$443,057.20
Title I Part A: Parent Involvement	\$5,320.73

Subtotal of additional federal funds included for this school: \$448,377.93

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 (\$)
District Funded	\$0.00
LCAP Intervention	\$11,636.42
LCAP Supplemental	\$82,900.17
Title III English Learner	\$6,657.25

Subtotal of state or local funds included for this school: \$101,193.84

Total of federal, state, and/or local funds for this school: \$549,571.77

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	82,900.17	0.00
LCAP Intervention	11,636.42	0.00
Title I	443,057.20	0.00
Title I Part A: Parent Involvement	5,320.73	0.00
Title III English Learner	6,657.25	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,636.42
LCAP Supplemental	82,900.17
Title I	443,057.20
Title I Part A: Parent Involvement	5,320.73
Title III English Learner	6,657.25

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,636.42
	LCAP Supplemental	82,900.17
	Title I	443,057.20

	Title I Part A: Parent Involvement	5,320.73
	Title III English Learner	6,657.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	274,785.21
Goal 2	274,786.56
Goal 3	0.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cathy Dodd	Principal
MaiYia Moua	Other School Staff
Elizabeth Harper	Parent or Community Member
Marci Booth	Other School Staff
Lisa Lassley-Austin	Classroom Teacher
Rachel De La O	Parent or Community Member
Heather Ferrante	Parent or Community Member
Aimee Blunt	Parent or Community Member
Danielle Frantzich	Parent or Community Member
Kristen Mouanoutoua	Classroom Teacher
Kristin Mounotoua	Classroom Teacher

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



# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

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 5-18-23.

Attested:



Principal, Cathy Dodd on 5-18-23



SSC Chairperson, Daielle Frantzich on 5-18-23