

**Modesto City Schools**

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT El Vista Elementary School**

**50 711676052658**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

June 20, 2022

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## **Section 1 School Mission Statement and Description**

### **School Mission Statement:**

PAWS: Positive Learning Environment, Accelerated Academic Growth, Warm Hearted Atmosphere, Scholars of the 21st Century

### **School Description:**

El Vista School was built in 1953. We are located in the southeast section of Modesto, California. During the years there have been many additions to the facility. Our student body consists of 70% Hispanic or Latino, 16% White, 3% African American, 4% Asian, 2% American Indian, 1% Pacific Islander and 4% Other. Additionally, 76% of our students are Socioeconomically Disadvantaged and 28% are English Learners. 15% have a diagnosed learning disability. Our Child Development Programs house two State Preschool classrooms and two Head Start classrooms with approximately 48 students enrolled. We also house three Special Education Severely Handicapped classrooms and eighteen Transitional Kindergarten through Sixth Grade classrooms with approximately 450 students enrolled.

In addition to the TK-6 classrooms and staff, El Vista has one vice principal, one Student Support Manager, one Computer literacy teacher, one library media assistant, one Speech and Language Therapist, one part-time School Psychologist, one Student Assistant Specialist, one part-time BCM, one After School Program Director, one Resource Paraprofessional, one MTSS Instructional Coach, three MTSS Paraprofessionals, 13 Special Education Paraprofessionals, one Administrative Assistant, one Attendance Clerk, one part-time bilingual TCII, three Custodians, three Food Service Employees, one Campus Assistant, and five Yard Duties.

During the 2021-22 school year El Vista students completed the Smarter Balanced Assessment Consortium (SBAC) in person. The data results from the 2021-2022 school year will be used to report a baseline for future growth. The 2022-2023 school year was the third year of our implementation of our school-wide reading intervention/enrichment program. It was the second year in which all students could participate in person. The intervention program continues to use Phonics for Reading, Language for Learning, Reading Mastery, and Corrective Reading to teach students.

Modesto City Schools provided 26 early release days during the 2021-22 school year that allowed the teachers collaboration time. Teachers will be provided 26 more days during the 2022-23 school year. During collaboration teachers meet in grade level teams to discuss student data, compose SMART Goals and common assessments to monitor student progress. During the 2022-2023 school year, the school Leadership Team attended training through Dr. Reeves to help improve the PLC process. Ongoing work will continue in this area.

El Vista is committed to building the character of every student through promotion of the Modesto City Schools Character Education Program. El Vista continues to implement the Positive Behavior Interventions and Support (PBIS) strategies throughout the campus. During the 2021-2022, El Vista began using an online PBIS program in which students can earn PBIS points for attendance, participation, being ready to learn, trying their best, being a peacebuilder, following school rules, and earning SWAG awards. All certificated and classified staff can assign points to students using their phones or computers. Students also earn additional points for monthly perfect attendance. These points can be used to purchase items from our online PBIS store as well as purchase monthly events and activities. The 2023-2024 school year will begin the third year of implementation of our electronic PBIS program.

During the 2022-23 school year, parents were invited to participate in Back-to-School Night, Student of the Month Assemblies, End of Trimester Awards, Parent Partnership Training, English Learner Advisory Committee (ELAC) Meetings, School Site Council, and Parent Involvement and Engagement Committee meetings. All of these events can now be attended in person.

Students have the opportunity to participate in many activities at El Vista. The ASES and RISE Programs which are our after-school programs, provide a safe environment for students. The programs are offered after school and students may participate in a variety of activities that include homework time, field trips and sports competitions with other MCS students. The director is in active communication with the school administration and there is a collaborative effort by both for the benefit of all students. El Vista also provides a before school care program so that parents who work early hours can drop off their children at school before going to work. Currently, there are many families who have signed up for morning care. There are also opportunities for students to participate in (strings and/or band), ASB, Safety Patrol, Recycling Club, and the Amigos Club.

El Vista Elementary School has an extremely successful state preschool. Communication between El Vista's pre-primer teacher, principal and TK-6 teachers is on-going. Beginning of the year Kindergarten assessment results from former pre-formal students was and will be an ongoing discussion with both teachers as El Vista strives to ensure all students enrolled in these programs are ready for Kindergarten. The transition to Kindergarten is enhanced by the continuity of our pre-formal program. Kindergartners are given an ELA assessment at the beginning of every year. Most students who scored at or above benchmark on the aforementioned assessment were either enrolled in a Modesto City School's Transitional Kindergarten or came from a pre-school setting. This was the second time for our pre-kindergartners to become familiar with kindergarten procedures and teachers. It was also a time for parents to become familiar with the Common Core State Standards, end of year outcomes, staff and general procedures.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

## Section 2 CSI & ATSI: Purpose and Description

### 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
  - ☒ Additional Targeted Support and Improvement
- Students with disabilities and two or more races.

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 SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners. In order to meet the needs of students with disabilities and two or more races, we are hiring a two-hour attendance liaison to address issues pertaining to chronic absenteeism. We will also increase two of our five-hour MTSS paras from 5 to 6 hours. In this manner, we can address some of the concerns pertaining to their academic challenges. In this manner, El Vista can provide additional academic supports.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The district provides an attendance liaison who addressed concerns pertaining to chronic absenteeism at several sites. Due to their inability to provide ongoing support to our site exclusively, we have decided to hire a two-hour attendance liaison to address chronic absenteeism at El Vista. By doing this, we can provide additional support to our students and their families. The two-hour attendance liaison, will be able to provide home visits, create parent newsletters, send information to parents, and help schedule SART meetings. In this manner, we can address some of the resource inequities. Also, by increasing two of our MTSS para positions from 5 to 6 hours, we can address the needs of students with disabilities. We can provide additional Intervention support to these students and provide small group instruction. Also, by increasing the two paras hours, they are able to serve more students throughout the entire school day.

### Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

El Vista Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of El Vista Elementary School's 2022-2023 SPSA which included the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue, discontinue, and revise. This occurred throughout the year at SSC, ELAC, Site Leadership, and staff meetings.

#### Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This occurred during SSC, ELAC, Site Leadership and staff meetings. During our September 9, 2022, SSC meeting we discussed El Vista's Title I budget. Parents and staff gave input as to how the budget would be spent. On October 17, 2022, Our DELAC parents provided input into the school. We reviewed LCAP, Title I carryover funds, and changes to the Title I budget. On February 21, 2023, parents and staff gave feedback in regard to the monitoring of SPSA implementation, including site expenditures, addressing SPSA goals. With the help of our Educational Partners, we developed a preliminary budget and planned for SPSA. We also reviewed EL data. In March of 2023, we continued to monitor the implementation of the SPSA, reviewed EL LCAP responsibilities, and reviewed local assessment results. We began planning for the 2023-2024 SPSA. Parent and staff input was provided. In April and May of 2023, we reviewed and created the budget for the 2023-2024 school year. Due to an increase in funds now that the VP salary would be covered from 50% to 100%, with educational partner involvement, we were able to make a motion to approve the hiring of a 2-hour attendance liaison, increase two of our MTSS paras from 5 to 6 hours, and provide more money for PD for staff and parents as well as provide instructional materials for staff and students to meet the academic needs of our students.

Using input from our educational partners, we were able to hold ELAC meetings on a monthly basis at El Vista. Parents of English Learners were able to provide input into the SPSA, budget, and additional PD requested by the parents. On August 25, 2022, we reviewed with parents the purpose of ELAC. Parents nominated and elected a president, vice president, and secretary. We also reviewed pertinent information about Parent Square and AVID since it was the first year of implementation at El Vista. We also introduced SPSA goals pertaining to student enrollment, ELA and math. On October 5, 2022, we reviewed EL identification, RFEP criteria, District EL Program Options, Site adopted programs, AVID information, Title I carryover funds, and had Maddie Herrera teach parents about the Home and School Connection. On January 24, 2023, we presented parents with ELPAC assessment information, reviewed the difference between Initial and Summative Assessments, how students can become reclassified, and assessment dates. Parents provided input and requested a copy of their children's ELPAC scores and additional PD to find ways to support their children at home so they could become reclassified. Several teachers in grades 4-6 participated in EL and reclassification PD at Reno Avenue. Parent also asked for ESL classes so they could learn English and support their children. Parents were able to review and provide some feedback to the SPSA. On February 14, 2023, parents reviewed ELPAC info and data. the current Title I budget was presented to them and feedback was provided. All parents were in agreement with site expenditures and appreciated the information. On March 17, 2023, DELAC provided input regarding their DELAC meeting. THE EL Master Plan was reviewed, and parents provided feedback to the SPSA draft. All SPSA goals were reviewed, and parents were provided with an opportunity to provide feedback. On the last ELAC meeting in May, parents and ELAC leadership approved the SPSA and Title I budget. we were able to make a motion to approve the hiring of a 2-hour attendance liaison, increase two of our MTSS paras from 5 to 6 hours, and provide more money for PD for staff and parents as well as provide instructional materials for staff and students to meet the academic needs of our students.

Our Site leadership team has planned for upcoming PD, attended the five-part PLC series with Dr. Reeves. They reviewed data and determined next steps for instruction. We collaborated and provided staff PD pertaining to the book Leading Impact Teams. The SLT helped direct the work with the PLC process. Along with Leadership, our staff held monthly staff meetings. The book was presented by the SLT. Time was also spent reviewing disciplinary procedures and developing a plan to support our SPSA goal with attendance and discipline. During these staff meetings we planned for upcoming PD, reviewed data, received MTSS coaching support, and reviewed the SPSA. Staff was able to provide feedback regarding SPSA goals and the Title 1 Budget.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA 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.

The third year implementation of school wide literacy interventions contributed to an increase in achievement for English Language Arts. Students at El Vista were provided targeted, strategic reading interventions at their reading level using district approved literacy intervention programs. This instruction occurs for 30-45 minutes, five days a week by teachers, MTSS Intervention paraprofessionals, and the MTSS Instructional Coach who provided instruction to students at all grade levels. Other activities that improved performance in English Language Arts were in the use of Wonders Unit Assessment data to determine standards that need additional instruction and intervention. Teachers were supported with continued implementation of the Wonders curriculum, and students continued to take the Wonders Unit Assessments on their computers, which is similar to how they take the SBAC. The curriculum includes opportunities for teachers to provide embedded and designated ELD instruction to English Learners. The implementation of literacy interventions improved outcomes for both subgroups of EL's and SWD.

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

El Vista was able to fully implement all strategies and activities during the 2022-2023 school year. We were able to hire a third MTSS para to support student learning and create smaller Intervention groups.

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.

Based on previous analysis of the data and the strategies implemented, MTSS literacy intervention paraprofessionals were a priority for our site and were hired to continue to grow literacy skills and improve group sizes. A third MTSS para was added this year. For the 2023-2024 school year, two MTSS paras will increase from five to six hours to address the academic needs of the students. In addition, after school tutoring, RISE, DIBELS progress monitoring, and professional development for district adopted intervention programs will continue.

#### **IDENTIFIED NEED (Data Analysis)**

##### **ELA**

Based on Benchmark/ Curriculum Embedded Assessments we identified that 70-89% of English Learners students are in need of support / intervention in the area of: Phonics

To address this the school can:

Continue to increase the number of reading intervention groups to support improvement in literacy, focusing on grades TK-6 this year along with daily fluency routines in all classrooms.



## ELA PD

Based on Observations we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

All teachers new to their grade level will be trained in Tandem Teaching, DIBELS 8, and LETRS training. The ELA Instructional Coaches will work with teachers to improve their instruction.

### **Additionally we analyzed specific data to indicate the following need(s):**

Continuation of literacy development and reading comprehension development in order to support English Learners and Students with disabilities. All students benefit from literacy development beginning in grades TK-3. For grades 3rd- 6th, fluency data, progress monitoring data, Wonders Unit Assessment data, SMART goal essential standards data, and previous CAASPP data was all analyzed to determine a strong need to increase literacy and comprehension.

Continue with the second year of the Implementation of AVID. All students in grades 4th-6th will focus on WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading). Through the implementation of WICOR, students will show improvements in their reading, writing, and DIBELS scores.

### **Discuss the areas of strength and need based on data analysis:**

Based on our English Language Arts data from the 2021-2022 on the Smarter Balanced Assessment Consortium (SBAC) in grades 3-6, El Vista improved in overall performance. EL Vista had 36% of students meeting or exceeding the standards for the 2021-2022 school year. The greatest gains in academic performance was with our English Learners. There was a 29 point increase for our studnets with disabilities. This shows moderate growth overall for El Vista in English Language Arts with a substantial growth for English Learners and Students with Disabilities.

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1

**Goal #1** Improve distance from standard by +15 points or maintain green/blue status fall 2022 CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -32	Goal -17
English Learners (EL)	Actual -69	Goal -56
Students with Disabilities (SWD)	Actual -115	Goal -100
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)	<p>Provide additional time for teacher collaboration to analyze student achievement data, develop research based instructional practices, and lesson design to improve student achievement.</p> <p>All TK-6th participated in writing PD's to discuss grade level Informative, Persuasive, and Expository writing. Wonders rubrics were provided by each grade level. Writing goals were created and work samples were provided. All teachers presented their writing information during a staff meeting.</p>				
			Substitute Teachers	Title 1 Certificated	3733
			Curriculum Development	Title 1 Professional Development	4454
			Books	Title 1 Supplies and Services	2980

		<p>KN-6th graders will be assessed for fluency based on DIBELS fluency passages and with Intervention placement tests. Furthermore, students will be progress monitored each month. Those who are red or yellow will be progress monitored every week or every other week. Teachers have a tracking system (excel chart) to help them keep track of student progress as well as the DIBELS 8 platform.</p> <p>Kindergarten through sixth grade students have been assessed using the beginning of the year DIBELS assessment. Each student will continue to be assessed with DIBELS middle of the year (MOY) and end of year (EOY) as well. Furthermore, teachers will use DIBELS data to create groups that work on specific literacy skills, inclusive of English Language Learners, to progress monitor monthly using DIBELS progress monitoring.</p> <p>All MCS students in first through sixth grade will be given end of unit tests, via computer in English Language Arts and</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>Interim Assessments in math. In addition to the Unit Tests, students will be asked to complete performance tasks in English Language Arts and math throughout the school year.</p> <p>Essential standards will be identified schoolwide and Common Formative Assessments composed and administered to students ensuring mastery of the essential standards. Data will be analyzed and next steps for instruction will be planned based on the data.</p>			
	Purchase instructional materials, supplies and technology to assist with ELA instruction.	<p>El Vista will use a variety of assessments and progress monitoring tools as stated above to ensure that students are meeting the above goals. These instructional materials will help meet the needs of students to learn and meet the academic rigors in ELA and through our school wide MTSS program.</p>	Instructional Materials and Technology	Title 1 Supplies and Services	7200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>All students will be provided a common intervention/enrichment time using district approved curriculum.</p> <p>Purchase materials for use in MTSS Intervention and purchase incentives for the students who are making reading and writing goals.</p> <p>Provide extra classified hours to deliver additional reading intervention instruction by MTSS paraprofessionals.</p>	<p>El Vista will use a variety of assessments and progress monitoring tools as stated above to ensure that students are meeting the above goals.</p> <p>For intervention and enrichment placement, all students in grades TK-6 will take the DIBELS assessments in BOY, MOY, and EOY. Students in grades TK-6 will be assessed using the Language for Learning, Reading Mastery, and Corrective Reading placement assessments. These assessments will be used as needed for placement throughout the year.</p>	Purchase Instructional Materials	Title 1 Supplies and Services	2000
			Classified Hourly Academic Instruction	Title 1 Classified	1363

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide teachers with opportunities to participate in PD workshops aimed at assisting with the implementation into California State Standards (CSS) (ELA) and Reading Intervention Programs.</p> <p>Send teachers to conferences to be trained on how to best serve our student population.</p>	<p>El Vista will use a variety of assessments and progress monitoring tools as stated above to ensure that students are meeting the above goals.</p>	Teacher Training/Workshop	Title 1 Professional Development	2447
	<p>Teachers will use Wonders weekly tests and progress monitoring data to analyze student progress to determine steps. This will provide access to CAASPP formatting.</p>	<p>Weekly ELA Wonders assessments and DIBELS PM will provide data analysis and determine student groups for small group instruction.</p>	Teacher Training/Workshops	Title 1 Professional Development	
English Learners (EL)			Purchase Instructional Materials	Title 1 Supplies and Services	1933



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide Literacy Intervention to below grade level students in order to increase ELA proficiency with the goal of being at grade level reading level.</p> <p>Provide staff development for Reading Fluency, benchmark assessments, Performance Tasks and implemnetation of ELD standards.</p>	<p>Early Literacy Intervention and Corrective Reading Intervention will be provided for all students and progress monitored for English Learners.</p>			
	<p>Through the implementation of AVID in grades 4th-6th, students will increase in their writing, inquiry, collaboration, organization, and reading skills.</p> <p>Provide staff development to staff in AVID strategies during staff meetings and PD.</p>	<p>El Vista will use a variety of assesments and progress monitoring tools as stated above to ensure that students are meeting the above goals.</p>	Professional Development	Title 1 Professional Development	9000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide Literacy Intervention to below grade level students in order to increase ELA proficiency with the goal of being at grade level reading level.	Provide Literacy Interventions and Corrective Reading Interventions will be provided for all students and progress monitored for Students with Disabilities.	Purchase Instructional Materials	Title 1 Supplies and Services	1000
	Provide staff development on effective instructional strategies for various disabilities.				
	Progress monitor students and their IEP's to ensure timelines are being met.				
	Purchase supplemental materials to foster the learning of daily life activities.				
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA 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.

Students at El Vista were provided instruction using SWUN Math curriculum. The 2022-2023 school year was our third year of SWUN implementation. However, teachers were able to use CAASPP Interim Assessments to support students on how to solve mathematical problems in the same way the testing is done for state testing. Activities that improved performance in Math was the use of modified pacing guides for the curriculum for grades TK-6. Teachers utilized these pacing guides to ensure their program was mostly taught in time for benchmark testing. Instructional materials and supplies were purchased to assist with instruction. Teachers were given professional development opportunities to attend SWUN Math Coaching days and create Math SMART Goals focusing on Math Essential Standards. Math Benchmarks were given to students three times during the year to monitor student progress. Achievement for subgroup SWD did not grow adequately with these actions/services in place during the 2018-19 school year. The factors that impeded growth are that there were no math interventions in place for grade-level standards other than WIN time created by teachers.

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

During the 2022-2023 school year, all students were able to attend classes in person. Teachers met with math and SWUN coaches to review the pacing guide, backwards plan, and implement strategies and online tools to help students achieve success in math.

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.

Based on the analysis of the data and the strategies implemented, modified SWUN math pacing, instructional materials and supplies, and Math PLC SMART Goals will stay in place for 2022-23. Teachers will be given opportunities to collaborate, analyze student achievement data, develop research based math practices, and work on PLC essential standards for Math. Small group WIN Time tutoring for below-grade level students will be implemented in order to increase Math proficiency using math materials that promote a clearer understanding of the California State Standards will also continue. Additional support for SWD will be offered through WIN time on grade-level standards through intervention.

#### **IDENTIFIED NEED (Data Analysis)**

##### **MATH**

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Implement the new math curriculum (SWUN) to fidelity, focusing on adherence to conceptual and procedural lesson design.

Focus on daily math fluency using Beyond the Basic Facts to increase foundational math facts skills.

## **MATH PD**

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:

Implement monthly SWUN math PD and PLC time with SWUN math coaches.

Support teachers with tools to analyze math data and time to discuss math interventions and next steps.

### **Additionally we analyzed specific data to indicate the following need(s):**

Teachers were able to analyze Interim Assessment Data as well as Common Formative Assessment Data to determine a need to improve instruction and provide daily math facts fluency for all students.

### **Discuss the areas of strength and need based on data analysis:**

Based on our Math data from 2017-18 to 2018-19 on the Smarter Balanced Assessment Consortium (SBAC) in grades 3-6, El Vista improved in overall performance by 2.6% of students meeting or exceeding the expectation. The data shows -63 in 2017-2018 to -68 in 2018-2019, which is a loss of 5 points on the dashboard. El Vista had 17.3% of students meeting or exceeding grade-level standards in 2017-2018 to 19.9% meeting or exceeding in 2018-2019. The greatest gains in academic performance were a 6% increase in English Learners meeting or exceeding the standard from the prior year. There was a drop in academic performance for Students with Disabilities. This shows moderate growth overall for El Vista in Math, with moderate growth for English Learners and a decrease in achievement for Students with Disabilities.

**Subject: Math**

**LEA/LCAP:** LCAP Goal 1

**Goal #2** Improve distance from standard by +17 or maintain green/blue status on CA Dashboard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -75	Goal -58
English Learners (EL)	Actual -98	Goal -81
Students with Disabilities (SWD)	Actual -125	Goal -112
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of students meeting or exceeding grade level Math Standards.</b>					
Schoolwide (SW)					
	<p>Provide additional time for teacher collaboration, as well as substitutes when needed, to analyze student achievement data, develop researched based math practices, research common core math claims, and work on lesson design to improve student achievement.</p> <p>Provide teachers with opportunities to participate in SWUN PD workshops aimed at assisting with the implementation into CCS (California State Standards) and the new SWUN curriculum.</p> <p>Data discussions with students will be conducted throughout the school year to determine next steps at each grade level.</p>	<p>Teachers will be using the SWUN Unit Assessments and SWUN Benchmark Assessments to track student progress.</p> <p>Students will also be given two MCS math benchmarks (grades 2-6) throughout the year.</p> <p>Teachers will select power standards and create Common Formative Assessments to assess student mastery.</p> <p>Use of district math coaches will be used as well as extra collaboration time to ensure proper planning and placement on pacing calendar.</p>	Substitute Teacher Cost	Title 1 Certificated	3000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase instructional materials, supplies and technology to assist with Math instruction.	through the purchase of instructional materials, teachers will be able to provide visual supports for students. They will be able to teach the curriculum that will be assessed through SWUN benchmarks, Common Formative Assessments, and other SWUN assessments.	Instructional Materials and Technology	Title 1 Supplies and Services	3000
	Purchase of instructional materials, supplies, and technology to assist with math instruction and implement AVID strategies.				
		Through the Implementation of AVID during the 2022-2023 school year, students learned how to take Cornell Notes and other forms of note-taking strategies to prepare for benchmark Assessments, CFA's and unit tests. AVID provided instructional materials to excel in these exams and show academic progress.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase of instructional incentives for students who reach their math goals. SWAG tag recognition for mastered math facts description of Specific Actions (strategies) to Improve Student Achievement	Through the purchase of instructional incentives, we are able to recognize students who excel in mathematics and show progress and growth on their SWUN unit assessments, benchmarks, and CFA's.	Student Instructional Incentives	Title 1 Supplies and Services	1000

	Parent Math meetings during the day that instruct parents on working with their students at home.	By providing parents with informational meetings, they can learn strategies and ideas that will best support their students academic growth in mathematics. These meetings can be done in ELAC, SSC, and a family math night. With the support of parents and guardians, students will be able to access online resources, learn about the curriculum, watch SWUN videos online and play math games on the SWUN website. Parents can also receive academic tools and resources to help their child(ren) succeed in math. In this manner, families and teacher can help students excell and grow in math which will be evident through their SWUN assessments.			
	SWUN math parent letters will be distributed to all parents during that particular unit of study to ensure that parents have the correct tools to help their scholars.		Refreshments and supplies for parent meetings.	Title 1 Parent Involvement	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		By providing parents with SWUN newsletters via Parent Square and sending them home with students, parents will be able to best support their students in math. These newsletters will provide parents, students, and families with additional information and resources to help their student succeed in math. Because these newsletters contain key unit vocabulary, math sample questions, and pertinent information, students and parents will gain additional support at home. Through this home school connection, we will be able to see academic growth in students through benchmark and unit assessments.			
English Learners (EL)	Provide professional development to staff on ELD and techniques that promote English Fluency in our students.		Professional Development	Title 1 Professional Development	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		By providing monthly PD support to staff, we will be able to meet the needs of our English Learners by providing visual supports, language and fluency skills, and online tools that will provide additional worksheets, diagrams, and supports to support our English Learners. In this manner, we will be able to see an improvement in SWUN benchmark data results.			
	Provide additional translator that will be used to engage families and encourage parent involvement in the area of math at parent conferences.	By providing math information at our ELAC meetings, the parents of our English Learners will gain the valuable tools and resources that are available through the SWUN online platform. Through the help of the TCI translator, she will be able to provide these resources to parents. This in turn will help families to support their EL students and will be evident in their math assessments and benchmarks.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Through the implementation of AVID in grades 4th-6th, students will increase in their writing, inquiry, collaboration, organization, and reading skills in math. Provide staff development to staff in AVID strategies during staff meetings and PD.	El Vista will use a variety of assessments and progress monitoring tools as stated above to ensure that students are meeting the above goals. AVID provides students with the organizational tools, note-taking strategies, and inquiry skills to meet the demands of the SWUN curriculum. By purchasing instructional materials, we can address the needs of our EL students.	Instructional Materials	Title 1 Supplies and Services	
Students with Disabilities (SWD)	Provide staff development for all teachers on effective math instructional strategies for students with disabilities.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		By providing monthly PD support to staff, we will be able to meet the needs of our students with disabilities. Staff will be able to provide visual supports, language and fluency skills, and online tools that will provide additional support for our SWD. Teachers will gain access to worksheets, diagrams, and supports to support our SWD's. In this manner, we will be able to see an improvement in SWUN benchmark data results.			
	Through the implementation of AVID in grades 4th-6th, students will increase in their writing, inquiry, collaboration, organization, and reading skills in math. Provide staff development to staff in AVID strategies during staff meetings and PD.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>El Vista will use a variety of assessments and progress monitoring tools as stated above to ensure that students are meeting the above goals. AVID provides students with the organizational tools, note-taking strategies, and inquiry skills to meet the demands of the SWUN curriculum. By purchasing instructional materials, we can address the needs of our students with disabilities.</p>			
Other Student Groups					





## Section 4 Attendance Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Attendance

#### SPSA 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.

SART meetings were held regularly at El Vista to improve parent communication and training. Home visits were conducted by school admin and district attendance liaison to track attendance on a daily basis. El Vista implemented an online PBIS program in which students can earn points for attendance. Student attendance incentives continued to be used to increase student participation in PBIS monthly school events. El Vista also provided many assemblies to improve attendance. Chronic absenteeism continues to be a problem at El Vista effecting the overall attendance rate. Multiple absences related to COVID continue to be a problem.

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

El Vista fully implemented all strategies and activities during the 2022-2023 school year. However, due to COVID, overall attendance and chronic absenteeism have not improved.

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.

Based on the analysis of the data and the strategies implemented, continuation of SART meetings, home visits, and student incentives will continue. Better communication with health staff and special education staff will be added to support students with health issues that impede attendance outcomes. El Vista would like to hire a two hour Attendance Liason to help improve student attendance. This person will be responsible for parent communciation, phone calls, and scheduling weekly SART meetings.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ATTENDANCE**

Based on Dashboard Attendance we identified that 50-59% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Continue to work with staff, parents, to increase attendance rates for the 2022-2023 school year.

#### **ATTENDANCE PD**

Based on Analysis of attendance data we identified the following area of need in professional development  
Access to specific attendance PD

To address this the school can:

Provide professional development to general ed staff and Special Ed staff on how to address the needs of our SWD.

Provide a schoolwide focus on stellar and improved attendance outcomes.

**Additionally we analyzed specific data to indicate the following need(s):**

Attendance data from the MCS Dashboard was analyzed and established a declining trend in overall attendance and a need to improve attendance for our SWD.

**Discuss the areas of strength and need based on data analysis:**

Student attendance schoolwide showed a decline in attendance over the last school year due to COVID 19. The goal of improving overall attendance by .5% was not met and the chronic absenteeism rate increased due to COVID Related Absences. There is a need to improve the chronic absenteeism rate at El Vista.

**Subject: Attendance**

**LEA/LCAP:** LCAP Goal 1

**Goal #3** Increase student attendance rate by 0.5% or to 98%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal Increase</b>	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 87.88%	Goal 87.93%	Actual 49.55%	Goal 48.55%
English Learners (EL)	Actual 90.53%	Goal 91.03%	Actual 36.84%	Goal 35.84%
Students with Disabilities (SWD)	Actual 86.97%	Goal 87.47%	Actual 50.00%	Goal 49.00%
Other Student Groups 2 or more races	Actual 91.27%	Goal 90.77%	Actual 37.04%	Goal 36.04%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.</b>					

Schoolwide (SW)					
			Attendance Incentives and rewards	Title 1 Supplies and Services	2500
			Reprographics	Title 1 Parent Involvement	
			translation for parent meetings	Title 1 Parent Involvement	
	<p>The PBIS committee will also offer incentives for perfect attendance, inclusive of weekly, monthly and yearly recognition and improved attendance.</p> <p>Attendance Liaison will assist with parent communication, meetings, and mailers to discuss chronic absenteeism.</p>				

		<p>El Vista will hire a two hour attendance liaison to communicate with parents regarding chronic absenteeism. Attendance Liaison will communicate with parents via Parent Square, email, and school website re absenteeism.</p> <p>Parents will be reminded in monthly newsletters about the importance of school attendance and reminded of the strong correlation to academic achievement and school attendance.</p> <p>Hold SART meetings on site to inform parents of students with chronic attendance issues about their attendance rates, and offer strategies for getting the students to school.</p> <p>El Vista Student Attendance and Review Team (SART) will hold regularly scheduled meetings aimed at offering support and education for families who have attendance issues.</p> <p>Furthermore, students</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>who displayed chronic absenteeism during the school year, will be recommended to attend SART meetings within the first month of school.</p> <p>Principal has also requested to review all cum folders of new students and to have immediate parent meetings for new students with poor attendance.</p>			
	Conduct home visits on students with ongoing attendance issues. Provide additional translation for Parent informational meetings regarding the correlation between student achievement and attendance will be held. Parent training that revolve around Student Attendance.	Site admin will make personal contact with students/parents who have more than one unexcused attendance event. When needed, principal, attendance liaison, School Support Manager, and/or SRC will communicate with CWA and Title I liaison (truancy officer) for appropriate issues.	Child Care for Parent Training	Title 1 Parent Involvement	
			Parent Liaison to conduct phone calls, home visits, and parent communication	Title 1 Positions	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Tracking of chronically absent students in order to turn around poor attendance.	<p>Site admin have ongoing and daily communication with Students Records Clerk regarding students that display habitual attendance issues.</p> <p>Contact logs, translated newsletters, and SART/SARB meeting trnaslations for EL parents and students.</p>			
	Refer students to the district SARB panel when other meetings are not working.	Site admin will review chronic absentee list and make recommendations to move forward with SARB referrals based on previous SART meetings.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide students and families with incentives for weekly (public recognition), monthly (certificates) and yearly for attendance improvements. Continue with attendance SWAG tag recognition and announcements with the principal.</p>	<p>Attendance monitoring sheets</p>			
English Learners (EL)	<p>Translation will be provided to communicate with EL families through phone dialer, phone calls, and written forms of communication to encourage parent involvement.</p>	<p>Phone dialers and parent communication logs will indicate parent communication.</p>			
	<p>Increase TCII hours to provide parents with translation services for EL students and families. Asisst with parent phone calls and written forms of communication to help increase parent involvement.</p>	<p>Phone dialer and parent communication logs will indicate parent communication.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Use of IEP meetings to add a SART meeting to review chronic absenteeism with parents.	Create a parent contact log as well as work with the new Attendance Liaison to address chronic absenteeism with our SPED students.	Attendance Liaison	Title 1 Positions	
		Provide newsletters and parent information regarding the importance of attendance.			
	Conduct SART meetings separate from IEP meetings to discuss chronic absenteeism.	Hire a two hour attendance liaison to communicate with SPED parents the importance of attending school. Provide additional support to parents of SWD.	Attendance Liaison	Title 1 Positions	
	Use of TCII translator to translate at IEP's for EL parents and those with Disabilities.	Provide translation for students with disabilities at IEP meetings and SART meetings to address attendance concerns.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups 2 or more races	Conduct SART meetings to review Chronic Absentee students and determine supports to increase attendance. Use of TCII translator and 2 hour attendance Liaison.	Create a parent contact log as well as work with new attendance liaison and TCII translator to send out newsletters, schedule SART meetings and communicate to parents re chronic absenteeism.	Attendance Liaison	Title 1 Positions	
			Increase TCII hours from 5 to 6	Title 1 Positions	

## Section 4 PBIS Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: PBIS**

**SPSA 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.

The improvement of the number of students being suspended is tied to El Vista's PBIS program. Signs are posted all around campus with the behavior expectations listed. Students are rewarded for good and improved behavior. Teachers are working more with student behavior because of professional development in restorative practices. Having a Student Assistant Specialist (SAS) and BCM on campus three days a week has also helped to support tier 2 and tier 3 students. Implementation of monthly care meetings continued through the 2021-22 school year, which assisted with greater support for tier 2 and tier 3 students. From these meetings, students could earn time in a reinforcement room called the Bulldog Den and teachers agreed to be adult mentors to 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.

El Vista fully implemented all strategies and activities during the 2021-22 school year. As a result, there was improvement in the school wide suspension rate.

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.

Based on the analysis of the data and the strategies implemented, continuation of PBIS signs, restorative practices, monthly care meetings, and student incentives and rewards will continue for Peace builder and improved behavior. Additional professional development for staff will continue so that increased student outcomes in PBIS will continue.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PBIS**

Based on Classroom disruption data we identified that 0-49% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:

Provide a robust PBIS and incentives program which will decrease office referrals and negative behaviors.

##### **PBIS PD**

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Provide voluntary professional development for improving student behaviors. Provide ongoing training for yard supervisors on Restorative Practices and the peace path.

Provide certificated and classified PD on the online PBIS points system in which students can earn points and purchase items and events online.

**Additionally we analyzed specific data to indicate the following need(s):**

Office referral data was analyzed to determine which teachers and classrooms need the most support with classroom management, restorative practices training, and positive behavior supports. Teachers received training to receive tiered systems of support and to review discipline data.

**Discuss the areas of strength and need based on data analysis:**

The overall number of students being suspended has decreased from previous years. The El Vista suspension rate for the 2021-2022 school year was 0.68%. There were no suspensions for EL's and Students with Disabilities for the 2021-2022 school year. A subgroup with a disproportionate suspension rate was African American students with a suspension rate of 6.25%. Our areas of strength are in decreasing the overall suspension rate and number of days students were suspended. Our area of need is to decrease suspension of African American students.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 0.68%	Goal 0.38%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies to reduce the number of discipline incidents and promote PBIS.</b>					

Schoolwide (SW)		<p>El Vista Administration and PBIS team will review the MCS trimester discipline reports at four different meetings scheduled throughout the school year. Using this data, the PBIS team will design opportunities to recognize scholars with appropriate behavior as well as brainstorm strategies to help students who have ongoing behavioral issues and subsequent referrals and incidents.</p> <p>El Vista will also participate in Restorative Practices training.</p> <p>Site admin will also collaborate with the special education program manager to discuss alternatives to suspensions for students with disabilities.</p>			
			Purchase items for student recognition	Title 1 Supplies and Services	2500



	<p>Provide students with incentives and/or PBIS Rewards points and recognition for improved behaviors on the playground and in the classroom (bi monthly, monthly, trimester and yearly).</p> <p>School-wide assembly with an emphasis on non-bullying, peacebuilding, good citizenship and character building.</p> <p>PBIS team will meet a minimum of four times per year to review attendance and discipline data and collaborate to discuss alternatives to suspensions.</p> <p>Utilize counselors to give in class presentations revolving around PBIS and Peace Builders.</p> <p>Implement Restorative Practices through Professional Development.</p> <p>Continue Bulldog Bucks for yard supervisors and Bulldog PBIS Rewards Store for positive behaviors and to purchase fun events.</p> <p>There will be ongoing use of the Student Assistant Specialist (SAS) and mental</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>health clinician (BCM) for students who warrant mental health services. The aforementioned mental health consultant will also provide training to teachers, classrooms, and yard supervisors as needed.</p> <p>SWAG tag recognition for Peace Builder behaviors and daily Peace Builder Praises in morning announcements.</p> <p>SSM</p>				
	<p>Attendance Liaison will assist with parent communication, meetings, and mailers to discuss chronic absenteeism.</p>	<p>El Vista will hire a two hour attendance liaison to communicate with parents regarding chronic absenteeism. Attendance Liaison will communicate with parents via Parent Square, email, and school website re absenteeism.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Additional Translation will be provided to communicate with EL families through phone dialer, phone calls, and written forms of communication to encourage parent involvement.		Translation	Title 1 Parent Involvement	
	Increased hours for TCII Translator to support parent communication.	Contact logs, translated newsletters, and IEP translations for EL parents.			
	El Vista will hire a two hour attendance liaison who will communicate with and send mailers to the parents of EL's. The Attendance Liaison will work with the TC II translator to send communication and meet with parents.	Contact logs, translated newsletters, and SART/SARB meeting trnaslations for EL parents and students.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Leadership Team to discuss SWD suspensions and possible PD for staff to assist with SWD and behavior issues.	Notes from Leadership Team meetings and incident reports for SWD.			
	El Vista will hire a two hour attendance liaison who will communicate with and send mailers to the parents of SPED students. The Attendance Liaison will work with the TC II translator to send communication and meet with parents.	Contact logs, translated newsletters, and SART/SARB meeting trnaslations for EL parents and students.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Academic Equity, Opportunity, and Awareness

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

#### Subject: Academic Equity, Opportunity, and Awareness

#### SPSA 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.

For the 2022-2023 school year, through a discussion with leadership, it was determined that El Vista students could be provided with equitable learning opportunities and real world exposure through field trips.

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

Site funds were set aside to cover field trips and increase College and Career awareness through AVID.

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.

El Vista implemented AVID for the 2022-2023 school year. We will continue to refine and implement these strategies noted. During the 2022-2023 school year, this goal will continue with hopes to extend these exposures and field trip learning opportunities to our El Vista scholars.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS**

Based on Science Data we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Purchase academic training courses in the area of science that includes hands-on-activities and experiments.  
Have field trips for students in the area of science.

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD**

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

Provide access to science curriculum through the participation of Traveling Teachers that may include Great Valley Museum.

**Additionally we analyzed specific data to indicate the following need(s):**

The need to provide more science activities to students.

**Discuss the areas of strength and need based on data analysis:**

Additional opportunities to participate in field trips and science activities will provide real world experiences to students and tie into the curriculum and content standards.

**Subject:** Academic equity, Opportunity, and awareness

**LEA/LCAP:** LCAP Goal 1

**Goal #5** Increase student participation in virtual and inperson fieldtrips to provide students with real world experiences that tie into the content standards.



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide additional instruction in science that will give students real world experiences that tie into curriculum and content standards.	El Vista will use a variety of assessments and progress monitoring tools as stated in the ELA and Math goals to ensure that students are meeting the SPSA goals.	Traveling Teachers that may include Great Valley Museum	Title 1 Professional Development	2000
			Field trips to the zoo, Chabot science and Space Center, or Monterrey Aquarium. National parks.		
	Provide field trips, including virtual field trips that will give students real world experiences that tie into curriculum and content standards.	El Vista will use a variety of assessments and progress monitoring tools as stated in the ELA and Math goals to ensure that students are meeting the SPSA goals.	Virtual or inperson field trips	Title 1 Supplies and Services	8000
	Incorporate AVID strategies in 4th -6th grade classrooms along with providing professional development to the teachers in 4th -6th grade classrooms. Equitable learning opportunities and exposure through fieldtrips.	Exposure to college and career readiness.	College field trips to community colleges and state universities.	Title 1 Supplies and Services	5000
			Professional development opportunities for staff. Including AVID conference.		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Hire consultants to enhance student curriculum and engage student learning. TK-6 will participate in presentations paid for with consultant contract money.	Exposure to science, tech, and educational opportunities.	Consultant Contracts	Title 1 Supplies and Services	8000
English Learners (EL)	Provide field trips, including virtual field trips that will give students real world experiences that tie into curriculum and content standards.	El Vista will use a variety of assessments and progress monitoring tools as stated in the ELA and Math goals to ensure that students are meeting the SPSA goals.	Field Trip admissions	Title 1 Supplies and Services	
	Provide technology to students to access online curriculum and use technology for assessments and projects.	Teacher observation and assignments	Technology	Title 1 Supplies and Services	2353
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	Provide the needed small group instruction in order for students to access the content in the areas of science.	Classroom teachers will provide this support and monitor student progress after small group instruction.			
Other Student Groups					

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 7

**Subject: Parent Involvement**

**SPSA 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.

Parent involvement was one of our site goals during the 2021-2022 school year. El Vista believes that parents are an integral part of our students success. The staff remains committed to continuing to provide support to the students and families of El Vista. Strategies and activities were implemented during the 2021-2022 school year, but they were challenging due to COVID 19. Parent meetings were offered in person but parent participation was low in the beginning due to COVID 19. Parent involvement increased as more COVID strategies were implemented. During the second semester, English classes were offered to parents. Site admin has maintained communication with the district to provide parent classes on how to help their children succeed in 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 with the intended implementation and the budgeted expenditures 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.

Increase TC II hours by one hour to continue to provide support to EL parents, provide translation, parent newsletters, and translation during IEP's.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PARENT INVOLVEMENT**

Based on Parent participation, parents' needs include: accessing online tools

To address this the school can:

Conduct ongoing parent meetings to support parents with how to access school resources. The School can also offer parents classes in English.

Conduct ongoing parent meetings to assist parents in supporting their children and the school is doing to support learning loss.

##### **STAFF PD TO SUPPORT PARENT INVOLVEMENT**

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Administrators will hold parent training based on parent outreach needs assessment.

Site admin will collaborate with SAS and BCM to provide parents with newsletters and parent workshops based on needs from parent surveys and requests during ELAC and SSC meetings.

**Additionally we analyzed specific data to indicate the following need(s):**

Ongoing literacy development data to determine the need for parent training on how they can support their child in the area of literacy.

**Discuss the areas of strength and need based on data analysis:**

English Learner progress, SWD progress, and ELA progress continues based on two previous years of reading interventions.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 3

**Goal #7** Increase parent participation by 5 percent.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Parents will be provided training and supports on what the school is doing to support their child with learning loss through parent meetings and trainings.	Parent survey will be completed to give parents input into topics that are relevant for to them.	Translations	Title 1 Parent Involvement	412
			Refreshments and supplies for parent training and meetings	Title 1 Parent Involvement	850
			Childcare for parent meetings	Title 1 Parent Involvement	412
	Provide parent training in person with topics determined by parent questionnaire survey.	Training for parents will be based on parent input and observed needs at the site.	Teacher Hourly	Title 1 Parent Involvement	614
			Reprographics	Title 1 Parent Involvement	100
	Classified staff to provide assistance to parents with completing forms, navigating online resources, and accessing parent training, and communication through multiple methods.	Parent satisfaction survey results.	Classified extra hours.	Title 1 Parent Involvement	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	TC II translator to provide assistance to parents with completing forms, navigating online resources, translating school documents, and communicating with parents.	Contact Logs, translations, and IEP translations for EL parents.			
	Attendance Liaison will assist with parent communication, meetings, and mailers to discuss chronic absenteeism with EL parents and students.	Contact Logs, translations, EL parent meetings and IEP translations for EL parents.			
Students with Disabilities (SWD)	Attendance Liaison will assist with parent communication, meetings, and mailers to discuss chronic absenteeism with SPED parents and students.	Contact Logs, translations, and IEP translations for SPED parents.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					



## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Support with Reading Intervention.				Goals 1-6
	MTSS paras (2 1-hour positions)	Title 1 Positions	15,752	
	Subs for paras	Title 1 Positions	1,000	
Support with attendance and Parent Involvement and communication.				Goals 3, 4, 5, 6
	TCII Translator	Title 1 Positions	26,846	
Attendance Liaison to support attendance via home visits and outreach.				Goals 4, 5, and 6
	Attendance Liaison	Title 1 Positions	18,694	

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	62,292	0.00
Title 1 Professional Development	17901	0.00
Title 1 Parent Involvement	2388	0.00
Title 1 Certificated	6733	0.00
Title 1 Classified	1363	0.00
Title 1 Supplies and Services	47466	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$138,143
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$138,143
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$138,143.00
Grand total budgeted including carryover from Section 11	\$138,143

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (K-6)**  
**SCHOOL: El Vista Elementary School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Janelle Peitz Term: 2021-22 and 2022-23 XParent Community Member	1. Name: Adele Alvarez <b>Principal</b>
2. Name: Regina Fisher Term: 2021-22 and 2022-23 XParent Community Member	2. Name: Violet Farhadian Term: 2022-23 and 2023-24 <b>Teacher</b>
3. Name: Renata Saing Term: 2022-23 and 2023-24 XParent Community Member	3. Name: Adrianna Sahlman Term: 2022-23 and 2023-24 <b>Teacher</b>
4. Name: Jennifer Bozzardi Term: 2022-23 and 2023-24 XParent Community Member	4. Name: Jodie Miller Term: 2022-23 and 2023-24 <b>Teacher</b>
5. Name: Anabelia Lopez Term: 2022-23 and 2023-24 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Sarah Thorne Term: 2022-23 and 2023-24 <b>Other School Staff</b>

## Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Najhaivy Mendez, Anabelia Lopez, Jessica Carranza, Lizette Quintero, Mayra Gonzalez	English Language Advisory Council (ELAC)
Adele Alvarez, Janet Rodriguez, Grace Linker, Patrick McCloud, Jodie Miller	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/15/2023 03:00 pm

Attested:

Jodie Miller	SSC Chairperson
Sarah Thorne	SSC Vice Chairperson
Violet Farhadian	SSC Secretary