



# 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 Oaks K-8 School	34-67447-6034904	11/5/2020	November 17, 2020

## Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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 Sierra Oaks School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes two goals:

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college-career ready.

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.



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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2019-20 school year. There is no state academic assessment available. Data includes surveys, local assessment and student information around suspension and attendance prior to distance learning implemented in response to county mandates for distance learning.

Due to the Coronavirus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 Trimester 3 engagement data
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

(K-6):

Attendance rate: 97.5% synchronous and/or asynchronous daily

- 28 students K-6 with 5 or more absences
- 2/28 students are on grade level in both ELA and math.
- 13/28 students identified as low income.

(K-6):

Engagement data for Fall 2020 shows:

- 48 students K-6 received low engagement marks on progress notices:
- Low income (28)
- English learner (9)

\*\*12 students with 5 or more absences and limited engagement.

(6-8):

Attendance:

5 or more absences from Aug. 13 - Sept. 24 = 18 of 206 students (8.7%)

5 or more absences from Sept. 25 - Nov. 13 = 11 of 206 students (5.3%)

8/11 Low Income

3/11 Special Education

1/11 English learner

5/11 Hispanic

3/11 Black/African American

1/11 identify 2 or more races/ethnicities

1/11 white

1/11 Asian

Learning loss - to be determined: Fall iReady:

K-8 on grade level in Reading for September 2020: 46.33%

K-8 on grade level in mathematics for September 2020: 35.67%

Grades 3-8 on grade level - iReady Reading for September 2020: 40.03% Grades 3-8 (51.1% Fall 2019 MAP)

Grades 3-8 on grade level - iReady Math for September 2020: 28.22% Grades 3-8 (39.5% Fall 2019 MAP)

Overall % of students at or above grade level on iReady ELA:

K-5 = 51%

6-8 = 35%

ELA K-5:

White (199 students): 57% (113) on or above grade level.

Low income (133 Students): 33% (44) on or above grade level

Hispanic (78 students): 36% (28) on or above grade level

English Learners (52 students): 40% (21) on or above grade level

Black/African Am. (43 students): 42% (18) on or above grade level

Sp. Ed. (9 students): 11% (1) on or above grade level

ELA 6-8:

White (96 students): 38.5% (37) on or above grade level.

Low income (48 Students): 18.8% (9) on or above grade level

Hispanic (42 students): 26.2% (11) on or above grade level

English Learners (12 students): 8.3% (1) on or above grade level

Black/African Am. (21 students): 4.8% (1) on or above grade level

Sp. Ed. (15 students): 6.7% (1) on or above grade level

Overall % of students at or above grade level on iReady Math:

K-5 = 37%

6-8 = 36%

Math K-5:

White (198 students): 41% (82) on or above grade level.

Low income (129 Students): 26% (33) on or above grade level

Hispanic (76 students): 25% (19) on or above grade level

English Learners (50 students): 32% (16) on or above grade level

Black/African Am. (43 students): 35% (15) on or above grade level

Sp. Ed. (9 students): 11% (1) on or above grade level

Math 6-8:

White (93 students): 37.6% (35) on or above grade level.

Low income (47 Students): 14.9% (7) on or above grade level

Hispanic (41 students): 22% (9) on or above grade level

English Learners (13 students): 7.7% (1) on or above grade level

Black/African Am. (20 students): 10% (2) on or above grade level

Sp. Ed. (14 students): 7.1% (1) on or above grade level

School-wide, Sierra Oaks has observed an 11% decrease in the percentage of students meeting or exceeding grade level standards in both math and English language arts from September 2019 to September 2020. To be considered, Fall diagnostic testing compares two different tests, the fall MAP test (2019) and the iReady diagnostic (2020). The iReady diagnostic was taken asynchronously in students' homes, whereas the MAP test is proctored by classroom teachers during in-person learning.

Some students received support during the test while others received no support despite needing redirection. Staff continue to report that students demonstrate better daily synchronous and asynchronous performance in ELA than in math. Since school closing March 13, 2020, students missed foundational math concepts required for the current grade. Many of the geometry concepts addressed in mathematics in the spring were taught in the new distance learning model.

Considering the extent iReady test takers may have received assistance, the above decreases (learning loss) could potentially be worse than is reflected in the iReady data.

Prior to the pandemic, data shows that:

Text Level Data from 2nd trimester:

56.4% of students K-2 were either At or Exceeding grade level standards.

40.6% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

36.8% of K-2 English learners were either At or Exceeding grade level standards

Winter MAP READING data from 2nd trimester:

46.6% of students 3rd-8th grade were either At or Exceeding grade level standards.

31.7% of 3rd-8th grade students identified as Low Income were either At or Exceeding grade level standards.

4.5% of 3rd -8th grade English learners were either At or Exceeding grade level standards.

23.6% of 3rd -8th grade students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.

Winter MAP MATH data from 2nd trimester:

35.2% of students 3rd-8th grade were either At or Exceeding grade level standards.

18.9% of 3rd-8th grade students identified as Low Income were either At or Exceeding grade level standards.

4.5% of 3rd -8th grade English learners were either At or Exceeding grade level standards.

11.8% of 3rd -8th grade students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.

Winter Survey Data (Winter 2020 percentage strongly agree/agree compared to Winter 2019 strongly agree/agree)

High Expectations/Caring Relationships (overall rating of all questions in this section of survey):

87% parents (remains same), 71.6% students (8.4% decrease) and 77.4% of staff (remains same)

Meaningful Participation (overall rating of all questions in this section of survey):

81.4% of parents (1.2% decrease), 63.3% of students (12.7% decrease) and 74.2% of staff (3.2% increase)

School Culture (overall rating of all questions in this section of survey):

83.8% of parents (.1% increase), 63.3% of students (8.9% decrease) and 62.1% of staff (6.9% decrease)

School Safety (overall rating of all questions in this section of survey):

83.6% of parents (3.3% decrease), 76.7% of students (3.1% decrease) and 58.6% of staff (2.1% decrease)

Because of our Positive Behavior System, Counseling availability, Restorative Practices, PTA community communication and events planning and support, we have seen the way parents and staff feel with engaging at school remain fairly consistent and steady. Parents and staff show minor increases and decreases in the areas of expectations, participation, culture, and safety.

Attendance:

Fall through 3/13/2020:

95.6% overall attendance rate (Fall 2020 , August - November = 96.94%)

95.5% EL attendance rate

94.7% Low SES attendance rate

94.1% Black/African American

92.4% McKinney-Vento (homeless) attendance rate

Based on the data above, Sierra Oaks has observed lower attendance rates for Low income, Black/African American, and McKinney-Vento students. This data reflects higher chronic absentee rates during the same time frame among students who are low income (16.6% chronic abs. rate), black/African American (20.2% chronic abs. rate), and/or McKinney-Vento (35.7% chronic abs. rate).

Suspension Rate:

Fall through 3/13/2020:

1.75% overall (1.88% decrease)

0.00% English learner

3.11% Low SES (2.89 decrease)

6.42% Black/African American (1.96% increase)

7.41% McKinney-Vento (homeless) (2.27% decrease)

Based on the data above, Sierra Oaks observed an increase in suspension rate for our black/African American student group as this data was collected over a short year compared to the previous, reiterating the importance our district and site focus on equity and pro-active and preventative actions in addressing disproportionality in our suspension data.

Engagement Rates during Distance Learning:

80.2% of all students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

English Language Learners Engagement during Distance Learning:

76.6 % of Primary ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 84.9 % of English Only learners.

58.3% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 81.2% of English Only learners.

Low SES Engagement during Distance Learning:

70.8% of Primary Low SES students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 89% of those who are not in the Low SES group.

67.6% of Intermediate Low SES students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 87.7% of those not in the Low SES group.

Students With Disabilities (SWD) Engagement during Distance Learning:

33.3% of Primary SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compare to 82.6% of students without disabilities.

58.6% of Intermediate SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 82% of students without disabilities.

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. In addition, students with disabilities struggle to engage in the daily routine of synchronous and asynchronous activities more than students who do not have disabilities. Also, students in our Low SES group struggle to engage in synchronous and asynchronous work.



## Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Green	Yellow
English Learners	Orange	Orange	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Red	None	None	Yellow	Yellow
Students with Disabilities	Red	Green	None	None	Orange	Orange
African American	Red	Orange	None	None	Orange	Red
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Orange	None	None	Green	Blue
Filipino	None	None	None	None	None	None
Hispanic	Red	Red	None	None	Yellow	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Yellow	None	None	Green	Green
Two or More Races	Green	Yellow	None	None	Blue	Green

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by spring report card engagement data. We observed our significant student subgroups (EL, low income, and students with disabilities) experience a 20% engagement gap compared with the 80% schoolwide engagement percentage. English learners are negatively impacted at a greater percentage than non English learners. In addition, students with disabilities struggle to engage in the daily routine of synchronous and asynchronous activities more than students who do not have disabilities. Also, students in our Low SES group struggle to engage in synchronous and asynchronous work.

We have found that EL, low income, and students with disabilities decrease in engagement is the result of a number of factors.

For example, many of our EL students have limited points of contact for home-school communication. Language barriers attribute to miscommunications and misunderstandings having to do with school information and/or expectations. Technology/chromebook issues are not easily solved with district provided step by step instructions, and require translated materials or families to seek assistance by reaching out to teachers or office staff and making a trip to the school for technology support. Similarly, our low income students struggle to receive timely information if phone numbers and emails are not up to date in our database. Students and families have experienced continual disruptions logging-on to the portal, Zoom, and maintaining a connection without glitches or being dropped by the internet connection. Many of the students requiring district technology needed to return chromebooks that had not been reconfigured for fall use. Lastly, our students

with disabilities in grades higher than 2nd grade, had been engaging far less than their peers. Our students with disabilities are often achieving at 2 years below grade level in one or more subjects, requiring individual supports. Without in-person individual supports available in the spring, students struggled to engage in classwork, as distance learning support was being learned and developed by staff.

Because not all of our families are able to support distance learning with all at-home instruction and because of lack of supports in distance learning, learning loss is anticipated, and to a greater extent among our EL, low income, and students with disabilities.

School-wide, Sierra Oaks has observed an 11% decrease in the percentage of students meeting or exceeding grade level standards in both math and English language arts from September 2019 to September 2020. To be considered, Fall diagnostic testing compares two different tests, the fall MAP test (2019) and the iReady diagnostic (2020). The iReady diagnostic was taken asynchronously in students' homes, whereas the MAP test is proctored by classroom teachers during in-person learning.

Some students received support during the test while others received no support despite needing redirection. Staff continue to report that students demonstrate better daily synchronous and asynchronous performance in ELA than in math. Since school closing March 13, 2020, students missed foundational math concepts required for the current grade. Many of the geometry concepts addressed in mathematics in the spring were taught in the new distance learning model.

Root Cause Analysis prior to Distance Learning:

Because of our Positive Behavior System, Counseling availability, Restorative Practices, PTA community communication and events planning and support, we have seen the way parents and staff feel with engaging at school remain fairly consistent and steady. Parents and staff show minor increases and decreases in the areas of expectations, participation, culture, and safety.

Our students (4th -8th), on the other hand, showed a decrease in the way they feel about expectations, participation, culture, and safety. This effect had been predicted in the winter by our middle school staff as middle school students reported concerns regarding middle school culture. Students and staff engaged in the Alliance Survey for School Culture and Climate from California State University, LA, in collaboration with the San Juan Equity Dept. Middle school students also created a free response survey to accompany the standardized Alliance Survey. Students had voiced their opinions and rated their feelings on topics of culture and climate prior to completing the winter district survey. This possibly skewed the winter survey data by reflecting their recent focus on concerns.

A team of students and staff analyzed the survey data with support from Jon Schindler, researcher from Cal State University, LA. Students were planning clubs, and the development of a middle school handbook created by students for students, to address areas of student culture that were rated as problematic and needing change, prior to the pandemic closing school on March 13, 2020.

- Students feel disconnected as a result of students remaining in cohorts and feel there is a "better" class.
- Too many put downs and/or cursing by middle school students
- Students who cause trouble get too much attention.
- Concerned about inconsistency from class to class.
- Students prefer fairness and don't like to be singled out.
- No real physical bullying at school, but verbal.
- Students are ready to take lead on communicating what Sierra Oaks students "do" and "don't do" by creating a handbook.

Implementing Restorative practices and continued implementation of PBIS across campus has also led to a decrease in our overall suspension rate. Included in the data, is an observed increase in suspension rate for our black/African American student group as this data was collected over a short year compared to the previous, reiterating the importance our district and site focus on equity and pro-active and preventative actions in addressing disproportionality in our suspension data.

Sierra Oaks continues to have success building positive relationships with our students. A challenge to building relationships remains:

Sierra Oaks had dropped and enrolled over 140 students between August 2019 and January 2020. Sierra Oaks sees student movement in and out of school all year round as nearby schools are overenrolled. The continual enrollment process and adding of students can contribute to an ever-changing and evolving student culture and climate.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. The resources include, but are not limited to:

1. Providing distance learning support to our communities through outreach from our office staff, ELD specialist, and MTSS team.
2. Providing prizes and incentives for student attendance and engagement.
3. Providing incentives and rewards through PBIS and 7 Habits to promote engagement and teach successful habits.
4. Providing digital materials and/or online subscription services and platforms to support instruction.
5. Providing hands on materials for students to use from home.
6. Providing additional resources to students and families outside of the school day, ie, tutoring, intervention, counseling, social opportunities.
7. Providing a curricular scope and sequence focused on essential grade level and foundational standards.
8. Providing accurate progress monitoring tools/assessments aligned to essential and foundational grade level standards being taught in distance and hybrid learning models.

## Stakeholder Involvement

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

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

Involvement with developing the School Plan began in the winter of school year 2019-20. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective.

Each group noted the success of ongoing academic growth displayed on CAASPP test, specifically significant overall growth

in both ELA and math, while low income population grows.

SSC was interested in the link between chronic absenteeism and the decline or lack of increase in CAASPP scores of significant subgroups. Additionally, site council was interested in the equitable distribution of LCFF funding in supporting the diverse needs of K-5 and 6-8 students at the K-8.

SLT voiced concern over Professional Development opportunities to be agreed upon by staff for the following year while math PD remained the PD focus. Additionally, SLT voiced concerns over the validity of the climate and culture survey and how staff may be portrayed in student responses to the student created surveys.

The ELAC met and examined data related to the progress of English learners and asked about reclassified English learners, Long Term English Learners, and ongoing English learning support.

A Middle School Student Listening Session was held, in addition to surveys and reported the following:

- Students feel disconnected as a result of students remaining in cohorts and feel there is a "better" class.
- Too many put downs and/or cursing by middle school students
- Students who cause trouble get too much attention.
- Concerned about inconsistency from class to class.
- Students prefer fairness and don't like to be singled out.
- No real physical bullying at school, but verbal.
- Students are ready to take lead on communicating what Sierra Oaks students "do" and "don't do" by creating a handbook.

With the onset of distance learning, in March 2019, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss.

Site Leadership Team met every other Monday afternoon to discuss needs and updates to bargaining unit side letters of agreement.

Site Leadership Team met every other Monday to review and discuss:

- Fall data compared to 2019-20.
- how to best support teachers and students through a distance learning model
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning.

Staff engaged during staff meetings in September and October to review and discuss:

- Fall data compared to 2019-20.
- Comprehensive Needs Assessment
- social justice/anti-bias instruction
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

School Site Council met in October and November to review/discuss:

- Fall data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

English Language Advisory Committee (ELAC) met in October to review and discuss:

- Fall data compared to 2019-20
- Comprehensive Needs Assessment
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning.

# Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

PL: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and social/emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on income, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Comprehensive intervention and supports will be critical to eliminating learning gaps.

Effective communication: Ongoing family outreach will continue with phone calls, emails, and newsletters from the school. Translated materials will be provided for EL families. Office and MTSS staff will collaborate with classroom teachers to support outreach.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Comprehensive Needs Assessment Prior to Distance Learning:

Analysis prior to COVID 19, based on 2018-19 state assessments.

Mathematics:

1. Grades K-8 teachers need resources and training aligned to the depth of knowledge of math assessments in addressing the critical areas for their grade levels called out in the mathematics framework.
2. No agreed upon intervention material for students struggling in mathematics.
3. There is little time and/or space for intervention groups, therefore, staff utilizes online intervention components, but needs training on online intervention progress monitoring.
4. Online intervention licenses are limited per school site.
5. MTSS intervention focuses on early literacy intervention. Math intervention supported/monitored by less qualified Sac State tutors.

English Language Arts:

1. Early literacy reading intervention provided during the school day to first graders and kindergartners by AM and PM kinder teachers, and by MTSS support staff in grades 2 and 3. No recovery intervention for older students currently.
2. Lack of engaging and accessible texts at middle school for struggling readers.

3. Online subscriptions purchased remained inaccessible through San Juan portal.
4. Greater focus on providing advanced courses in mathematics in grades 6-8 than other content areas.

School Culture/Climate:

1. More LCFF funding spent for culture and climate related in the middle school grades than at the elementary grades.
2. Middle school climate workshops and /or assemblies on hold as staff allows this need to come from students and middle school staff to develop more buy-in and follow through.
3. Staff needs training on safety procedures / tactical plan.

# 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

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2019-20

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 implementation of the actions in 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

**2020-21**

**Identified Need**

Connected School Communities:

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	91.7% of parents agree/strongly agree	95% of parents agree/strongly agree
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	81.4% of parents agree/strongly agree	85% of parents agree/strongly agree
Distance Learning Engagement - Spring 2020	80.2% of K-5 students received meeting or exceeding engagement marks on report cards	90% of K-5 students receive meeting or exceeding engagement marks on report cards
Suspension Data	1.75% suspension rate overall, 6.42% rate black/African American students	Decrease suspension rate overall, and decrease suspension rate of black/African American students by 5%.
Attendance Data - Prior to Pandemic	95.6% attendance rate, 12.3% chronically absent rate.	97% attendance rate, reduce chronically absent rate to under 10%,
Winter 2019-20 School Survey - Overall rating of questions in Sense of Belonging	63.9%	75%



Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

sections. Percent students strongly agree/agree

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	<p>ELAC meetings (3-5 per year) will provide additional support to help EL families navigate and understand the school system, and receive input for school sites Single Plan for Student Achievement.</p> <p>Utilize translation resources from the district office and AT&amp;T Language Line.</p> <p>Principal reports on various to topics at PTA</p>	<p>All Students                      X English Learners                      Low-Income Students                      Foster Youth                      Other</p>	<p>ELD Specialist                      Administration</p>		0	2020-21

	and ELAC meetings					
1.2	Continue to offer a variety of family events/nights and spirit days/weeks in order to engage all families, and provide a sense of community in distance and/or a hybrid model.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration Sierra Oaks PTA		0	2020-21
1.3	PTA information bulletin/ all-call emailed to all families, with relevant and upcoming information.  PTA sign ups for events throughout the year making use of Sign-up genius.  Principal reports on various to topics at PTA	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration Sierra Oaks PTA		0	2020-21

	and ELAC meetings					
1.4	In addition to paper copy of school newsletter, staff sends out a digital copy of school newsletter as PDF attachment	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration			2020-21
1.5	Hold regular parent meetings around various educational topics to provide information and receive input from targeted student groups such as low income, foster, and English learners.	All Students X English Learners X Low-Income Students X Foster Youth Other	Sierra Oaks Staff & Administration			2020-21
1.6	CEIS ( Coordinated Early Intervention Services) Team Implementation to support best practices in	All Students English Learners Low-Income Students Foster Youth X Other	Sierra Oaks leadership team Administration Sierra Oaks staff			2020-21

	addressing the achievement gap and disproportionate suspension data in supporting our black/African American student population.					
1.7	MTSS (Multi-tiered System of Support) Staff and office staff community outreach in addressing need, identifying family barriers, and supporting all distance learning and hybrid models in efforts to reduce chronic absence and increase daily attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Administration Office staff MTSS support Staff Sierra Oaks rec aides			2020-21
1.8	MTSS (Multi-tiered System of Support) staff provide	X All Students English Learners Low-Income Students Foster Youth	MTSS staff Sierra Oaks Staff Administration			2020-21

	social opportunities for students in distance learning, such as counseling, social service interventions, students lunch clubs, etc...	Other				
1.9	Leader in Me: Lighthouse Team of 6-10 staff conduct regular meetings to develop and implement student recognition plans through distance and hybrid learning models.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Lighthouse team Administration			2020-21
1.10	Monthly materials pick-up dates: To provide needed materials and information to families for distance learning, such as folders, binders, notebooks, rulers, graph	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff			2020-21

	paper, novels, texts, reproducibles, hands-on materials to support distance learning engagement and achievement.					
1.11	Partner with community agencies and resources to support Sierra Oaks families and promote student engagement in community service opportunities while in distance or a hybrid learning model.	X All Students English Learners Low-Income Students Foster Youth Other	MTSS support staff Administration Sierra Oaks PTA			2020-21
1.12	Through Lighthouse team support, student leaders create a student handbook clearly defining what Sierra Oaks Cougars	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Lighthouse team PBIS team Sierra Oaks staff Administration Student Leaders	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2020-21

	do and don't do, in addition to providing essential information and support.					
1.13	Create and implement a new student orientation program - starting in 6-8 and to extend to K-5 as students engage in a trainer of trainer models.	X All Students English Learners Low-Income Students Foster Youth Other	Lighthouse team PBIS team Sierra Oaks staff Administration Student Leaders	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2020-21

# 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

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

# Annual Review

## SPSA Year Reviewed: 2019-20

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 implementation of the actions in 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

A review of the 2018/19 parent, student, and staff survey has shown that the percentage of 4th -8th grade students agreeing or strongly agreeing with statements of school culture, safety, meaningful participation, and high expectations and caring relationships has positively increased from 2017/18. In the area of high expectations and caring relationships, 80% of students responded positively (3.4% growth). In the area of meaningful participation, 76.2% of students responded positively (9.8% growth). In the area of safety, 79.8% of students responded positively (11.4% growth). In the area of overall school culture, 72.7% of students responded positively (14.8% growth). Parent ratings were observed to have declined by small percentages (2-3%), but remained on average at the district target of 85% positive responses for school climate. Staff responses were observed being lower (less positive) than both



parents and students in all areas, but also showed growth in the areas of high expectations and caring relationships and in school culture.

In addition to the survey, Sierra Oaks uses attendance and suspension rates to assess culture and climate. In 2018/19, 3.63% of all students had been home suspended, but 7.66% of all students had been onsite suspended. At the same time, it is observed that low income students receive a home suspension at just under twice the rate of all students at 6.01%. Sierra Oaks has observed a slight decrease in attendance rates, decreasing from 95.8 to 95.4% overall. At the same time, chronic absenteeism has risen from 9.9% to 13% for all students. This rate is even greater among our low income students at 18.3%; Hispanic/Latino 16.2%; African American 21.4%; Special Education 29.6%.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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 expected 2019-2020 annual outcomes will be adjusted based on 2018-19 baseline data articulated in the Annual Measurable Outcomes section.

## 2020-21 Identified Need

### Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

1. Improve sense of security and safety among staff members.
2. Improve chronic absenteeism rates among at-risk student populations.
3. Foster a respectful school culture.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Local Assessment - Survey Results	58.6	70%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
(School Safety - Staff)		
Local Assessment - Survey Results (School Culture - Staff)	62.1%	70%
Local Assessment - Survey Results (School Culture - Students)	63.3%	75%
Local Assessment - Attendance (Chronic Absenteeism - overall)	12.3%	9.5%
Local Assessment - Suspension Data	1.75% suspension rate overall, 6.42% rate black/African American students	Decrease suspension rate overall, and decrease suspension rate of black/African American students by 5%.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	School wide attendance plan include positive recognition for students with regular attendance and support through district liaison for students at risk of chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Administrator Attendance Clerk			2020-21

2.2	Provide monthly and trimester attendance incentives, including incentive/reward for perfect attendance for the year while in distance and/or hybrid model.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Administrator Attendance Clerk	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2020-21
2.3	Site will continue to implement and refine PBIS and restorative practices to positively impact student behavior in class and on campus. Purchase of desired rewards for cougar cash store to promote positive behavior targeted toward low income, foster, and English	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks PBIS team Administrator Attendance Clerk	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	850.00	2020-21

	learning students.					
2.4	Implement Leader in Me processes in middle school and k-5 classrooms focusing on 7 Habits of highly effective people through staff professional development opportunities, staff leadership, provided materials, and online subscription to resources in order to proactively teach, model, and release greater leadership responsibilities to our students in a distance learning, hybrid, or full in-person model.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Sierra Oaks Lighthouse Team Administration	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	7500.00	2020-21

2.5	<p>Equity/Social Justice Professional Development around inclusive school culture focused on San Juan's 8 Point commitment to Educational Justice - Commitment 1 (Improving School Culture and Diverse Representation ), commitment 2 (Accountability for All), and commitment 5 Building Anti-Racist/Anti-Bias Instruction:</p> <p>9 hours professional learning -</p> <p>Supplemental materials to support staff learning around commitments 1, 2, and 5 of</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Sierra Oaks staff Administration District Equity Department</p>	<p>LCFF Supplemental Site Allocation</p>	<p>1,500</p>	<p>October 2020 - June 2021</p>
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	the 8 Point Commitment					
2.6	CEIS ( Coordinated Early Intervention Services) Team Implementation to support best practices in addressing the achievement gap and disproportionate suspension data in supporting our black/African American student population. Action Plan - supporting African American Students Conduct listening sessions	All Students English Learners Low-Income Students Foster Youth X Other Black/African American students	CEIS team Sierra Oaks staff Administration District Equity Department			October 2020 - March 2021
2.7	Develop Equity Teams to determine site needs based on qualitative	All Students English Learners Low-Income Students Foster Youth	CEIS team Sierra Oaks staff Administration			January 2021- April 2021

	data from listening sessions.	X Other Black/African American students	District Equity Department			
2.8	Counseling to publish a monthly Counseling Newsletter to be sent to all Sierra Oaks families.	X All Students English Learners Low-Income Students Foster Youth Other	Counselor MTSS support staff administration			2020-21
2.9	Staff to receive training on the new Catapult emergency response system used district-wide, and will receive opportunities to practice using the system through the use of regularly scheduled safety drills.	X All Students English Learners Low-Income Students Foster Youth Other	Site Safety Team Sierra Oaks staff Administration Safe Schools			2020-21
2.10	Optional professional development to be scheduled: Leader in Me: 7 Habits training. Focus on applying the 7 habits to self in order to model and	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Lighthouse team Administration Leadership team			2020-21

	teach to students k-8.					
2.11	In addition to social lunch Zoom meetings in distance learning, provide opportunities for students to meet based on other interests, and/or facilitate club meetings outside of synchronous time.	X All Students English Learners Low-Income Students Foster Youth Other	Lighthouse team Administration Sierra Oaks staff MTSS support staff			2020-21
2.12	Purchase playground/recess materials and supplies to support safety, social distancing, and low income, English learner, and foster youth student socialization in a hybrid model.	X All Students English Learners Low-Income Students Foster Youth Other	administration PE specialists Sierra Oaks staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2127.00	2020-21
2.13	Provide additional K-8 school counseling services for parents and students in the	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only)	14,046	2020-21



	areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor			1000-1999: Certificated Personnel Salaries		
2.14	Make use of Referral to MTSS - for social and emotional support/ counseling for students and families.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff MTSS support Staff Administration			2020-21
2.15	Renew site license to SWSS data , in order to monitor and analyze behavior data, and develop actions plans.	X All Students English Learners Low-Income Students Foster Youth Other	PBIS team administration PTA	Other 5800: Professional/Consulting Services And Operating Expenditures	1500.00	2020-21

2.16		All Students English Learners Low-Income Students Foster Youth Other				
2.17		All Students English Learners Low-Income Students Foster Youth Other				

# 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

Engaging Academics

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2019-20

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 difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the 2019-20 school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

The strategies/actions that were implemented in 2018-19 supported improvement towards meeting the articulated goal by:

- Overall student performance in ELA, based on state assessments, increased in ELA by 5% and in math by 3.9%. Low income students showed a 2% gain in ELA and a 5.2% gain in Math. African American students showed an 11.8% gain math. While overall significant gains continue to be made each year, the achievement gap between low income students performance and overall student performance continues to exist, with 17.9% difference in ELA, and 14.1% difference in math.

- English learner performance, based on state assessments, increased by 5.1% in ELA and in math by 17.8%. Reclassified Fluent English Proficient students also made significant gains, increasing by 7.7% in ELA and 10.6% in math. English learners scoring at a level 1(beginning) overall on the ELPAC decreased by 15.09%. Students scoring at level 2 increased by 24.5%, while the percent of students scoring at level three remained the same at 32.05%. Students scoring at level 4 decreased by 9.07%. This trend extends to Oral and Written ELPAC as well indicating that student achievement gains are being made for students at the beginning stages of English language development and declining for students at higher levels of English proficiency. The differences are quite robust in that the percent of students scoring at level 1 in Oral language decreased by 6.64%, while the percent of students scoring at level 4 of Oral language proficiency decreased by 12.76%. The percent of students scoring at level 1 in Written language decreased by 10.72%, while the percent of students scoring at level 4 of Written language decreased by 16.13%. The majority of English learning students are scoring at a level 2 or 3 in both oral and written English proficiency.

- K-2 Text level data show that students meeting grade level reading proficiency decreased by 7% for all K-2 students and 15.6% for low income K-2 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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

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 expected 2019-2020 annual outcomes will be adjusted based on the 2018-19 baseline data articulated in the Annual Measurable Outcomes section. As a result of the K-2 text level data decreases from 17-18 to 18-19, action 1.1.11 has been added to the plan to calibrate staff efforts on the K-2 text level assessments.

**2020-21**

**Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

1. Continue and expand professional development opportunities focused on bringing depth and complexity to current standards frameworks in both K-5 and 6-8 grade level when Covid protocols allow for safe PD.
2. Continue, explore, and expand early intervention and recovery interventions and supports.
3. Students engaging in structured academic discourse, oral and written, across all content areas throughout the school day.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
K-2 text level	56.4% (trimester 2) (2020)	61.4%
CAASPP ELA	57.2% (2019)	63.2%
CAASPP Math	43.7% (2019)	48.7%
ELPAC % at level 1 & level 2	47.4% (2019)	42.4%
ELPAC % at level 3 & level 4	52.6% (2019)	57.6%
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall	75.9% (2020)	85%

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	1st -3rd grade teachers continue to use Benchmark Advanced and mentor texts to address Critical Thinking skills through literacy and across all content areas. Purchase of texts to support critical thinking.	X All Students English Learners Low-Income Students Foster Youth Other	1st, 2nd, 3rd grade teachers, administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2020-21
3.2	Implementation of Benchmark Advance Language Arts curriculum grades K-5, to meet the comprehensive balanced literacy demands of the CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	K-5 teachers			2020-21
3.3	Early reading intervention/ support for kindergarten - 2nd grade and	X All Students English Learners Low-Income Students Foster Youth Other	admin k-5 teachers	LCFF Supplemental Site Allocation	9900.00	2020-21

	targeted reading intervention/support for 3rd-5th grade students in distance learning through use of purchased Lexia ReadingCore5 licenses, teacher monitoring, and reteaching.			5800: Professional/Consulting Services And Operating Expenditures		
3.4	Implementation of Amplify language arts adoption, grades 6 - 8 to meet the comprehensive balanced literacy demands and 21st century skills identified in the CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	6-8 English teachers			2020-21
3.5	Purchase additional texts, replacement texts, text sets, and supplemental curriculum and intervention	X All Students English Learners Low-Income Students Foster Youth Other	administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	2020-21

	materials to support a comprehensive balanced literacy program and our students' diverse English language arts needs. Purchase of Heggerty Phonemic Awareness Curriculum.					
3.6	Provide accessible content area texts to all students, including struggling readers in grades 5-8, as well as English learners, low income student, foster youth, and Mckinney-vento students, through purchase and online use of Newsela ELA, Science, and	X All Students English Learners Low-Income Students Foster Youth Other	admin Grades 5-8	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	7150.00	2020-21



	Social Studies diagnostics and aligned curriculum included in 1 year license.					
3.7	Materials and supplies to support comprehensive balanced literacy and GLAD strategies focused on needs of economically disadvantaged, foster youth, and English learners in distance learning and/or hybrid learning model.	X All Students English Learners Low-Income Students Foster Youth Other	admin leadership team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2020-21
3.8	Grade level data conversations conducted at the end of each diagnostic test administration, utilizing iReady, local assessments, attendance, and	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff administration MTSS - Academic intervention specialist			2020-21

	engagement data to identify student intervention groups and plan instruction focused on essential and foundational grade level standards.					
3.9	Purchase subscription to RAZZ Kids to provide online reading opportunity at school and home for low SES, foster, and English learning students in grades k-3.	X All Students English Learners Low-Income Students Foster Youth Other	administration k-3 staff PTA	Other 5800: Professiona I/Consulting Services And Operating Expenditur es	1,500	2020-21
3.10	Materials and supplies to support mathematics instruction focused on essential grade level standards and foundational mathematics standards in supporting all	X All Students English Learners Low-Income Students Foster Youth Other	admin leadership team	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	5,000	2020-21

	students, including economically disadvantaged, foster youth, and English learners in distance learning and/or hybrid learning model.					
3.11	Training and use of Sonday Systems reading intervention for students receiving special education supports through distance learning and/or hybrid model. Purchase of additional curriculum kit.	All Students English Learners Low-Income Students Foster Youth X Other Special Education	Resource teacher Administration Sierra Oaks staff	LCFF Supplemental Site Allocation	1000.00	2020-21
3.12	Ensure all English Learners receive Designated and Integrated English Language Development	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher and Classroom Teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	95,593	2020-21

	(ELD) daily through the services of a 1.0 ELD teacher. 1.0 FTE ELD Teacher					
3.13	Regular ELAC meetings to provide input to school programs and parent learning focused on how to support students in school. Purchase materials and supplies in order to provide meeting supplies and material in primary languages.	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	509	2020-21
3.14	Targeted reading and/or math small group intervention provided by MTSS academic intervention	X All Students English Learners Low-Income Students Foster Youth Other	Academic intervention specialist			2020-21

	specialist - 2 groups of 4-6 students for 6-8 weeks at a time in grades 3rd - 4th during distance or hybrid learning models.					
3.15	Sierra Oaks staff k-8 to utilize iReady diagnostic and personalized learning path for students based on diagnostic results. Staff will monitor student results and teach-in to differentiated personalized learning. Staff training/PD opportunities at site and individual level ongoing.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff			2020-21
3.16	PTA purchased tutoring services and mini-classes for students K-8,	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks community Sierra Oaks PTA	Other 5800: Professiona I/Consulting Services	6,880	Aug.-Nov. 2020

	outside of the regular school day, through Academy Learning Centers, to support students who may not have in home support for distance learning and/or provide enrichment through classes offered 2x per week.			And Operating Expenditures		
3.17	Utilize and support integrating relevant technologies, such as document cameras, Appletv, and other peripheral devices to differentiate instruction and provide accessibility for all students through distance	X All Students X English Learners X Low-Income Students X Foster Youth Other	Staff Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,400	2020-21

	learning and/or hybrid learning model.					
3.18	7th & 8th Grade mathematics intervention electives - focused on low income, foster, and English learning students approaching grade level standard.	All Students X English Learners X Low-Income Students X Foster Youth Other	Middle school staff Admin			2020-21

# 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

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## Annual Review

### SPSA Year Reviewed: 2019-20

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 implementation of the actions in 2019-20 were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.



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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

**2020-21**

**Identified Need**

1. Highly engaging and rigorous electives for 6-8 students.
2. Before and after school programs for both K-5 and 6-8 students.
3. Lunch clubs/committees for middle school students.
4. Opportunities comparable to those of a traditional middle school (Band, Choir, Sports, honors, and advanced classes).

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree	57.9%	70%
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools. Percent strongly agree/agree	44.4%	60%
Quality classes/activities offered that meet each student's interests and talents. Percent students strongly agree/agree	52.7%	65%
Winter 2019-20 School Survey- Meaningful Participation overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents	63.3%	75%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
* Students are motivated/engaged in what they are learning  Percent strongly agree/agree		

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Continue to offer college campus fieldtrips in guided virtual format while in distance and/or hybrid learning models. In person field trips when safe.	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	6-8 Staff Administration 6-8 parent liaison			2020-21
4.2	Counselor continues to conduct Naviance lessons with middle school students to explore college and career strengths,	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Counselor Administration			2020-21

	interests, and pathways.					
4.3	Develop family and community partnerships with area high schools in communicating parent information nights, available programs, and scheduled high school student outreach programs (CIVITAS, AVID, STEM)	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Counselor Administration 6-8 Parent liaison			2020-21
4.4	Teachers/grade levels utilize PTA enrichment funding to identify and implement extension or curriculum and/or enrichment opportunities in their classes and/or grade level.	X All Students English Learners Low-Income Students Foster Youth Other	K-8 Staff	Other 5800: Professional/Consulting Services And Operating Expenditures	12,000	2020-21
4.5	6-8 staff continue to provide a	All Students English Learners Low-Income Students	k-8 staff administration			2020-21

	middle school interest survey to be used in offering high interest trimester electives.	Foster Youth X Other 6-8 students				
4.6	Provide students at all grades with opportunities to lead and have voice through clubs and committees that have a positive impact on school and in the community.	X All Students English Learners Low-Income Students Foster Youth Other	Lighthouse Team administration Support staff			2020-21
4.7	Work in collaboration with district Visual and Performing Arts department to expand current daily specialist offerings of music, art, and PE, and improve the after school band and choir programs, as well as overall	X All Students English Learners Low-Income Students Foster Youth Other	VAPA dept. Site specialists administration			2020-21

	after-school programming/opportunities in general.					
4.8	Continue to offer high level math courses to middle school students: Accelerated 7 mathematics, IM1 mathematics. With placement to be flexible enough to be offered to motivated students, and not solely based on standardized test scores.	All Students English Learners Low-Income Students Foster Youth Other 6-8 students	Mathematics teachers administration			2020-21
4.9	Leader in Me: Lighthouse Team of 6-10 staff conduct regular meetings to develop and implement shared leadership opportunities with students	X All Students English Learners Low-Income Students Foster Youth Other	Lighthouse Team Sierra Oaks Staff Administration			2020-21

	of all ages, teaching students to lead through direct lessons, integrated approaches, and service learning.					
4.10	Continue to provide Directed Study elective for middle school resource students to support organization, planning, and prioritizing of class and homework.	All Students English Learners Low-Income Students Foster Youth X Other Special education	Resource team Administration K-8 Staff			2020-21
4.11	Offer lunch time intramural sports teams, tournaments, and competitions.	X All Students English Learners Low-Income Students Foster Youth Other	PE specialists rec aides administration			2020-21

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$177,455.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$14,046.00
LCFF Supplemental English Learner Central	\$95,593.00
LCFF Supplemental Site Allocation	\$45,936.00
Other	\$21,880.00

Subtotal of state or local funds included for this school: \$177,455.00

Total of federal, state, and/or local funds for this school: \$177,455.00

# 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
LCFF Supplemental Site Allocation	45936	0.00
LCFF Supplemental English Learner Central	95,593	0.00
LCFF Supplemental Centralized Services (District Only)	14,046	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	14,046.00
LCFF Supplemental English Learner Central	95,593.00
LCFF Supplemental Site Allocation	45,936.00
Other	21,880.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	109,639.00
4000-4999: Books And Supplies	18,886.00
5800: Professional/Consulting Services And Operating Expenditures	46,430.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	14,046.00



1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	95,593.00
	LCFF Supplemental Site Allocation	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	18,886.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	24,550.00
5800: Professional/Consulting Services And Operating Expenditures	Other	21,880.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	28,023.00
Goal 3	136,432.00
Goal 4	12,000.00

# 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

Name of Members	Role
Matt English	Principal
Becky Wolfe	Other School Staff
Courtney Benjamin	Classroom Teacher
Noel Lessard	Classroom Teacher
Baylee Spencer	Classroom Teacher
Carrie Wheeler	Parent or Community Member
Chris Tzimenatos	Parent or Community Member
Chelsea Kelley	Parent or Community Member
Wendy Dear	Parent or Community Member
Ian Barlow	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 11/5/2020.

Attested:



Principal, Matt English on 11/5/2020



SSC Chairperson, Chris Tzimenatos on 11/5/2020

# Budget By Expenditures

## Sierra Oaks School (K-8)

**Funding Source:**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>ELAC meetings (3-5 per year) will provide additional support to help EL families navigate and understand the school system, and receive input for school sites Single Plan for Student Achievement.</p> <p>Utilize translation resources from the district office and AT&amp;T Language Line.</p> <p>Principal reports on various to topics at PTA and ELAC meetings</p>		\$0.00	Connected School Communities	
<p>Continue to offer a variety of family events/nights and spirit days/weeks in order to engage all families, and provide a sense of community in distance and/or a hybrid model.</p>		\$0.00	Connected School Communities	
<p>PTA information bulletin/ all-call emailed to all families, with relevant and upcoming information.</p>		\$0.00	Connected School Communities	
<p>PTA sign ups for events throughout the year making use of Sign-up genius.</p>				
<p>Principal reports on various to topics at PTA and ELAC meetings</p>				
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

## Sierra Oaks School (K-8)

### Funding Source: LCFF Supplemental Centralized Services (District Only)

**\$14,046.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$14,046.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$14,046.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental English Learner Central

**\$95,593.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily through the services of a 1.0 ELD teacher. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$95,593.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures: \$95,593.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation

**\$45,936.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Sierra Oaks School (K-8)

Regular ELAC meetings to provide input to school programs and parent learning focused on how to support students in school. Purchase materials and supplies in order to provide meeting supplies and material in primary languages.	4000-4999: Books And Supplies	\$509.00	Engaging Academics
Through Lighthouse team support, student leaders create a student handbook clearly defining what Sierra Oaks Cougars do and don't do, in addition to providing essential information and support.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Create and implement a new student orientation program -starting in 6-8 and to extend to K-5 as students engage in a trainer of trainer models.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Purchase playground/recess materials and supplies to support safety, social distancing, and low income, English learner, and foster youth student socialization in a hybrid model.	4000-4999: Books And Supplies	\$2,127.00	Healthy Environments for Social-Emotional Growth
Training and use of Sonday Systems reading intervention for students receiving special education supports through distance learning and/or hybrid model. Purchase of additional curriculum kit.		\$1,000.00	Engaging Academics
Provide monthly and trimester attendance incentives, including incentive/reward for perfect attendance for the year while in distance and/or hybrid model.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Site will continue to implement and refine PBIS and restorative practices to positively impact student behavior in class and on campus. Purchase of desired rewards for cougar cash store to promote positive behavior targeted toward low income, foster, and English learning students.	4000-4999: Books And Supplies	\$850.00	Healthy Environments for Social-Emotional Growth

## Sierra Oaks School (K-8)

Implement Leader in Me processes in middle school and k-5 classrooms focusing on 7 Habits of highly effective people through staff professional development opportunities, staff leadership, provided materials, and online subscription to resources in order to proactively teach, model, and release greater leadership responsibilities to our students in a distance learning, hybrid, or full in-person model.

5800:  
Professional/Consulting  
Services And Operating  
Expenditures

\$7,500.00 Healthy  
Environments for  
Social-Emotional  
Growth

Equity/Social Justice Professional Development around inclusive school culture focused on San Juan's 8 Point commitment to Educational Justice - Commitment 1 (Improving School Culture and Diverse Representation), commitment 2 (Accountability for All), and commitment 5 Building Anti-Racist/Anti-Bias Instruction:

\$1,500.00 Healthy  
Environments for  
Social-Emotional  
Growth

9 hours professional learning -

Supplemental materials to support staff learning around commitments 1, 2, and 5 of the 8 Point Commitment

1st -3rd grade teachers continue to use Benchmark Advanced and mentor texts to address Critical Thinking skills through literacy and across all content areas. Purchase of texts to support critical thinking.

4000-4999: Books And  
Supplies

\$500.00 Engaging Academics

Early reading intervention/ support for kindergarten -2nd grade and targeted reading intervention/support for 3rd-5th grade students in distance learning through use of purchased Lexia ReadingCore5 licenses, teacher monitoring, and reteaching.

5800:  
Professional/Consulting  
Services And Operating  
Expenditures

\$9,900.00 Engaging Academics

## Sierra Oaks School (K-8)

Purchase additional texts, replacement texts, text sets, and supplemental curriculum and intervention materials to support a comprehensive balanced literacy program and our students' diverse English language arts needs. Purchase of Heggerty Phonemic Awareness Curriculum.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics
Provide accessible content area texts to all students, including struggling readers in grades 5-8, as well as English learners, low income student, foster youth, and Mckinney-vento students, through purchase and online use of Newsela ELA, Science, and Social Studies diagnostics and aligned curriculum included in 1 year license.	5800: Professional/Consulting Services And Operating Expenditures	\$7,150.00	Engaging Academics
Materials and supplies to support comprehensive balanced literacy and GLAD strategies focused on needs of economically disadvantaged, foster youth, and English learners in distance learning and/or hybrid learning model.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics
Utilize and support integrating relevant technologies, such as document cameras, Appletv, and other peripheral devices to differentiate instruction and provide accessibility for all students through distance learning and/or hybrid learning model.	4000-4999: Books And Supplies	\$2,400.00	Engaging Academics
Materials and supplies to support mathematics instruction focused on essential grade level standards and foundational mathematics standards in supporting all students, including economically disadvantaged, foster youth, and English learners in distance learning and/or hybrid learning model.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics



## Sierra Oaks School (K-8)

LCFF Supplemental Site Allocation Total Expenditures: \$45,936.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers/grade levels utilize PTA enrichment funding to identify and implement extension or curriculum and/or enrichment opportunities in their classes and/or grade level.	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Clear Pathways to Bright Futures	
Purchase subscription to RAZZ Kids to provide online reading opportunity at school and home for low SES, foster, and English learning students in grades k-3.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Engaging Academics	
PTA purchased tutoring services and mini-classes for students K-8, outside of the regular school day, through Academy Learning Centers, to support students who may not have in home support for distance learning and/or provide enrichment through classes offered 2x per week.	5800: Professional/Consulting Services And Operating Expenditures	\$6,880.00	Engaging Academics	
Renew site license to SWSS data , in order to monitor and analyze behavior data, and develop actions plans.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Healthy Environments for Social-Emotional Growth	

Other Total Expenditures: \$21,880.00

Other Allocation Balance: \$0.00

Sierra Oaks School (K-8) Total Expenditures: \$177,455.00