

School Year: **2021-22**



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	09/17/2021	September 28, 2021

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)

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

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

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

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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 for 2021-22 began in the winter of school year 2020-21. 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 teacher-student relationship during a challenging period of time. All groups felt that the teachers cared deeply about the students and are willing to work above and beyond to meet the students' needs.

SSC has been interested in the link between chronic absenteeism and the decline or lack of

increase in standardized test 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 2020, 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 during the 20-21 year to review and discuss concerns about attendance, learning loss, and students' social-emotional needs, and updates to bargaining unit side letters of agreement, in addition to:

- site focus for PD 2021-22.

data compared to 2019-20.

- how to best support teachers and students through a distance learning and hybrid instruction
- 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.
- Site COVID safety plans.

Staff engaged during staff meetings to review and discuss:

- site PD focus for 2021-22

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.
- Site Safety COVID plans

School Site Council met to review/discuss:

- Fall 2020 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
- Site COVID safety plans

English Language Advisory Committee (ELAC) met in 2020-21 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 student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards.

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

PL: Instruction has returned to an in-person model and staff continue to adjust to the rigor and challenges of in-person instruction. More resources, strategies, and calibration of past best practice is needed in meeting students' academic and social/emotional needs. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical. New learning is needed in supporting the building of relationships and supporting our students in a restorative culture.

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 and ensure all families receive school communications.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. Chromebooks are not required through in-person learning, but staff continue to provide resources in a digital format. Staff will collaborate to develop guidelines for homework and access that is equitable. Families will need access to technology as all meetings continue to remain virtual.

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: 2020-21

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 2020-2021 were impacted by the shift from distance learning to hybrid learning two-thirds through the school year.

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

The difference between intended and actual expenditures resulted from starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to Hybrid 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 a return to full-time, in-person learning, and addressing learning loss as a result of distance and hybrid instruction through 2020-21 school year.

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 2020-21	Expected Outcome 2021-22
School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Winter 19-20, 91.7% of parents agree/strongly agree	95% of parents agree/strongly agree
School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Winter 19-20, 81.4% of parents agree/strongly agree	85% of parents agree/strongly agree
Distance Learning Attendance	Baseline Attendance for 2020-21 school year was 96.2%	We expect attendance to increase 1%, to 97.2% by the end of school year.
Suspension Data	In 2019-20, 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%.
Chronic Absenteeism	2020-21 11% overall	Decrease rates of significant subgroups by 2%
School Survey - Overall rating of questions in Sense of Belonging sections. Percent students strongly agree/agree	Winter of 2019-20 63.9% agree or strongly agree	Increase to 75%

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&T Language Line.</p> <p>Principal reports on various to topics at PTA and ELAC meetings</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>ELD Specialist Administration</p>		<p>0</p>	<p>2021-22</p>

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	2021-22
1.3	<p>PTA information bulletin/ all-call emailed to all families, with relevant and upcoming information.</p> <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>	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration Sierra Oaks PTA		0	2021-22

1.4	In addition to paper copy of school newsletter, staff sends out a digital copy of school newsletter through Smore online newsletter	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	100.00	2021-22
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			2021-22
1.6	CEIS (Coordinated Early Intervention Services) Team Implementation to support best	All Students English Learners Low-Income Students Foster Youth X Other black/African American students	Sierra Oaks leadership team Administration Sierra Oaks staff			2021-22

	practices in 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, and identifying family barriers 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			2021-22
1.8	MTSS (Multi-tiered System of Support) staff provide social opportunities for students	X All Students English Learners Low-Income Students Foster Youth Other	MTSS staff Sierra Oaks Staff Administration			2021-22

	returning to in-person learning, such as counseling, social service interventions, students lunch clubs, etc...					
1.9	Develop and implement student Merit system that recognizes positive student behavior and restores relationships after harm has occurred.	All Students English Learners Low-Income Students Foster Youth X Other All 6-8th grade students.	Sierra Oaks middle school team Dean of Restorative Practice			2021-22
1.10	Counseling team will provide a monthly newsletter and provide multiple formats for referring a child for counseling.	X All Students English Learners Low-Income Students Foster Youth Other	Counselor MTSS team			2021-22
1.11	Partner with community agencies and resources to support Sierra Oaks families and promote student	X All Students English Learners Low-Income Students Foster Youth Other	MTSS support staff Administration Sierra Oaks PTA			2021-22

	engagement in community service opportunities as allowed by CDPH guidelines.					
1.12	Through our student leadership elective, 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.	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	450.00	2021-22
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	450.00	2021-22

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: 2020-21

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 goals, actions and strategies described in the 2020/2021 plan were cut short due to the COVID Pandemic and the implementation of distance and hybrid learning. During the 2020-2021 school year, classrooms continued the process of incorporating community circles and restorative conferences into daily morning meetings and routines. This created positive student engagement and increased an overall sense of connectedness to our learning community. To support Goal 2 during distance and hybrid learning, we integrated virtual enrichment activities and provided resources that students and families could access to support social-emotional well-being, self regulation and mindfulness.

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 to actions are largely related to supporting a return to full-time, in-person learning, addressing learning loss and moving toward in-person instruction.

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 2020-21	Expected Outcome 2021-22
Local Assessment - Survey Results (School Safety - Staff) % that agree or strongly agree	19-20 survey = 58.6 %	70%
Local Assessment - Survey Results (School Culture - Staff) % that agree or strongly agree	19-20 survey = 62.1%	70%
Local Assessment - Survey Results (School Culture - Students) % that agree or strongly agree	19-20 survey = 63.3%	75%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Local Assessment - Attendance (Chronic Absenteeism - overall)	11% overall 2020-21 school year	9% overall Decrease all significant subgroups by 2%.
Local Assessment - Suspension Data	19-20 school year 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			2021-22
2.2	Provide monthly and trimester attendance incentives, including incentive/reward for perfect attendance.	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	2021-22

2.3	<p>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.</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other k-5 students</p>	<p>Sierra Oaks PBIS team Administrator Attendance Clerk</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	850.00	2021-22
2.4	<p>Site will continue to implement and refine PBIS and restorative practices to positively impact student behavior in class and on</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other 6-8 students</p>	<p>Sierra Oaks middle school team Dean of Restorative Practice Administration</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	850.00	2021-22

	campus. Purchase of desired rewards for middle school Merit system to promote positive behavior targeted toward low income, foster, and English learning students.					
2.5	San Juan's 8 Point commitment to Educational Justice: Professional Development focus on equitable practices. Supplemental materials to support staff's equity learning.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Leadership Team Administration	LCFF Supplemental Site Allocation	1,500	2021-22
2.6	CEIS (Coordinated Early Intervention Services) Team	All Students English Learners Low-Income Students Foster Youth X Other Black/African American students	CEIS team Sierra Oaks staff Administration District Equity Department			2021-2022

	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.					
2.7	Develop Equity Teams to determine site needs based on qualitative data from 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			2021-2022
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			2021-22

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			2021-22
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 teach to students k-8.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff Administration Leadership team			2021-22
2.11	Middle School leadership elective to develop leadership in areas identified as areas of need.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership students leadership teachers administration	LCFF Supplemental Site Allocation	500.00	2021-2022

2.12	Fund an 8 hour campus monitor position to support building positive relationships and reinforce safety procedures, routines, and practices with students, staff, and community.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Leadership Team PTA	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Other	20,000 10,000	Aug. 2021 - June 2022
2.13	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.	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	15085	2021-22

	.2 FTE Counselor					
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			2021-22
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	2021-22
2.16		All Students English Learners Low-Income Students Foster Youth Other				
2.17		All Students English Learners Low-Income Students Foster Youth				

		Other						
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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: 2020-21

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 described in 2020-21, were mostly interrupted in March due to the move from distance learning to hybrid instruction two-thirds into the school year.

Spring 2021 iReady Grade Level Proficiency

At standard - Reading (School-wide grades 3-8): 14.7% (48 did not participate)

By Group:

White: 19.6%
Low income: 5.9%
Special Ed.: 5.3%
ELL : 0%
Hisp. or Lat.: 5.7%
Black/Af Am.: 7.3%
Homeless: 0%

At standard - Reading

By Grade:

3rd grade: 31.9%
4th grade: 16.2%
5th grade: 16.4%
6th grade: 0%
7th grade: 8.9%
8th grade: 0%

At standard - Math (School-wide grades 3-8): 3.3% (75 did not participate)

By Group:

White: 3.6%
Low income: 2.6%
Special Ed.: 0%
ELL : 0%
Hisp. or Lat.: 0%
Black/Af Am.: 0%
Homeless: 0%

At standard - Math

By Grade:

3rd grade: 5.6%
4th grade: 2.7%
5th grade: 0%
6th grade: 5.6%
7th grade: 2.2%

8th grade: 3.1%

Preliminary Results - Fall 2021 iReady

Grades 3-8 on grade level - iReady Reading September 2021: 16.3% (369 tested)

Grades 3-8 on grade level - iReady Math for September 2021: 11.0% (362 tested)

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 from a distance learning model to a hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to support students and families return to full-time, in-person 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 a return to full-time, in-person learning, and addressing learning loss.

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.
2. 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 2020-21	Expected Outcome 2021-22
K-2 text level	56.4% reading at grade level (trimester 2) (2020)	61.4% reading at grade level

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady Reading diagnostic grades 3-8	14.7 % at or above standard (Spring 2021)	50% at or above standard
iReady Math diagnostic grades 3-8	3.3% at or above standard (Spring 2021)	40% at or above standard
ELPAC % at level 1 & level 2	44% (2021)	34%
ELPAC % at level 3 & level 4	56% (2021)	66%
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.	All Students English Learners Low-Income Students Foster Youth X Other Grades 1st - 3rd	1st, 2nd, 3rd grade teachers, administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2021-22
3.2	Implementation of Benchmark Advance	X All Students English Learners Low-Income Students	K-5 teachers			2021-22

	Language Arts curriculum grades K-5, to meet the comprehensive balanced literacy demands of the CCSS.	Foster Youth Other				
3.3	Early reading intervention/ support for kindergarten - 2nd grade and targeted reading intervention/ support for 3rd-5th grade students through use of purchased Lexia ReadingCore5 licenses (\$9900), MobyMax licenses, teacher monitoring, and reteaching.	All Students English Learners Low-Income Students Foster Youth X Other K-5 students	admin k-5 teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	8435	2021-22
3.4	Implementation of Amplify language arts adoption, grades 6 - 8 to meet the	X All Students English Learners Low-Income Students Foster Youth Other	6-8 English teachers	LCFF Supplemental Site Allocation	650.00	2021-22

	comprehensive balanced literacy demands and 21st century skills identified in the CCSS.			4000-4999: Books And Supplies		
3.5	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.	X All Students English Learners Low-Income Students Foster Youth Other	administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	2021-22
3.6	Hiring of two full time intervention teachers to address learning loss through the pandemic in grades 1-4, and grades 5-8, through daily pull-out and	X All Students English Learners Low-Income Students Foster Youth Other	leadership team intervention teachers administration	Other		2021-2024

	push-in tier 2 interventions.					
3.7	Materials and supplies to support comprehensive balanced literacy and GLAD strategies focused on needs of economically disadvantaged, foster youth, McKinney-Vento, and English learners.	X All Students English Learners Low-Income Students Foster Youth Other	admin leadership team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3498.86	2021-22
3.8	Grade level data conversations conducted at the end of each diagnostic test administration, utilizing iReady, local assessments, attendance, and engagement data to identify student intervention	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff administration MTSS - Academic intervention specialist	Other		2021-22

	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.	All Students English Learners Low-Income Students Foster Youth X Other k-3 students	administration k-3 staff PTA	Other 5800: Professiona I/Consulting Services And Operating Expenditur es	1,500	2021-22
3.10	Materials and supplies to support mathematics instruction focused on essential grade level standards and foundational mathematics standards in supporting all students, including economically disadvantaged,	X All Students English Learners Low-Income Students Foster Youth Other	admin leadership team	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	3642	2021-22

	foster youth, and English learners.					
3.11	Training and use of Sonday Systems reading intervention for students receiving special education supports or struggling with tier1 & 2 reading instruction and interventions.	All Students English Learners Low-Income Students Foster Youth X Other Special Education	Resource teacher Administration Sierra Oaks staff intervention teachers			2021-22
3.12	Teach 6-8th grade students information literacy skills, the value of academic integrity, proper attribution, and authentic writing through use of Turnitin.com licenses purchased for 6-8 teachers.	All Students English Learners Low-Income Students Foster Youth X Other 6-8 students	Principal 6-8 teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1501.14	2021-22
3.13	Ensure all English Learners	All Students X English Learners Low-Income Students	Principal, ELD Teacher and	LCFF Supplemental English	94570	2021-22

	receive Designated and Integrated English Language Development (ELD) daily through the services of a 1.0 ELD teacher. 1.0 FTE ELD Teacher	Foster Youth Other	Classroom Teachers	Learner Central 1000-1999: Certificated Personnel Salaries		
3.14	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	2021-22
3.15	Targeted reading and/or math small	X All Students English Learners Low-Income Students	Academic intervention specialist			2021-22

	group intervention provided by MTSS academic intervention specialist - 3 daily groups of 4-6 students for 6-8 weeks.	Foster Youth Other	administration			
3.16	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			2021-22
3.17	Hire 9 Instructional Assistant 1's in order to	X All Students English Learners Low-Income Students Foster Youth	Administration Leadership team	Other		2021 - 2024

	support each of our kinder thru 2nd grade classes with direct services to students 5 days per week for 6 hours per day.	Other	Human Resources			
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	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000.00	2021-22

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: 2020-21

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 the 2020-2021 plan were interrupted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

The difference between intended and actual expenditures resulted from starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described were unable to be provided due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to Hybrid 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 to actions are largely related to supporting a return to in-person learning and addressing learning loss as a result of distance and hybrid learning models.

2020-21

Identified Need

1. Highly engaging and rigorous electives for 6-8 students.
2. Before and after school enrichment and intervention 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 2020-21	Expected Outcome 2021-22
School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree	57.9% (2020)	70%
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% (2020)	60%
School Survey - Quality classes/activities offered that meet each student's interests and talents. Percent students strongly agree/agree	52.7% (2020)	65%
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% (2020)	75%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
* 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 allowable per CDPH guidelines.	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	6-8 Staff Administration 6-8 parent liaison			2021-22
4.2	Counselor continues to conduct Naviance lessons with middle school students to explore college	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Counselor Administration			2021-22

	and career strengths, 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			2021-22
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		2021-22

4.5	6-8 staff continue to provide a middle school interest survey to be used in offering high interest trimester electives.	All Students English Learners Low-Income Students Foster Youth X Other 6-8 students	k-8 staff administration			2021-22
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			2021-22
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	X All Students English Learners Low-Income Students Foster Youth Other	VAPA dept. Site specialists administration			2021-22

	band and choir programs, as well as overall 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 X Other 6-8 students	Mathematics teachers administration			2021-22
4.9	Student Leadership Elective student and teachers to develop and implement shared leadership	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff Middle school leadership elective teachers Administration			2021-22

	opportunities with students 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			2021-22
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			2021-22
4.12	Continue to promote participation in after-school sports representing Sierra Oaks:	X All Students English Learners Low-Income Students Foster Youth Other	PE specialists administration			2021-22

Volleyball
Basketball
Track

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	\$168,591.00

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)	\$15,085.00
LCFF Supplemental English Learner Central	\$94,570.00
LCFF Supplemental Site Allocation	\$45,936.00
Other	\$13,000.00

Subtotal of state or local funds included for this school: \$168,591.00

Total of federal, state, and/or local funds for this school: \$168,591.00

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	94570	0.00
LCFF Supplemental Centralized Services (District Only)	15085	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	15,085.00
LCFF Supplemental English Learner Central	94,570.00
LCFF Supplemental Site Allocation	45,936.00
Other	13,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	110,655.00
2000-2999: Classified Personnel Salaries	20,000.00
4000-4999: Books And Supplies	12,899.86
5000-5999: Services And Other Operating Expenditures	100.00
5800: Professional/Consulting Services And Operating Expenditures	12,936.14

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)	15,085.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	94,570.00
	LCFF Supplemental Site Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	20,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,899.86
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	9,936.14
	Other	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	50,785.00
Goal 3	116,806.00

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
Laura Heigelmann	Other School Staff
Courtney Benjamin	Classroom Teacher
Amy O'Brien	Classroom Teacher
Jana Votaw	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 9/17/2021.

Attested:



Principal, Matt English on 9/17/2021



SSC Chairperson, Chris Tzimenatos on 9/17/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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&T Language Line.</p>		\$0.00	Connected School Communities	
<p>Principal reports on various to topics at PTA and ELAC meetings</p> <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)

\$15,085.00 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	\$15,085.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$15,085.00

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

Funding Source: LCFF Supplemental English Learner Central

\$94,570.00 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	\$94,570.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures: \$94,570.00

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
7th & 8th Grade mathematics intervention electives - focused on low income, foster, and English learning students approaching grade level standard.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academics
Through our student leadership elective, 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	\$450.00	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	\$450.00	Connected School Communities
Middle School leadership elective to develop leadership in areas identified as areas of need.		\$500.00	Healthy Environments for Social-Emotional Growth
Fund an 8 hour campus monitor position to support building positive relationships and reinforce safety procedures, routines, and practices with students, staff, and community.	2000-2999: Classified Personnel Salaries	\$20,000.00	Healthy Environments for Social-Emotional Growth
Teach 6-8th grade students information literacy skills, the value of academic integrity, proper attribution, and authentic writing through use of Turnitin.com licenses purchased for 6-8 teachers.	5800: Professional/Consulting Services And Operating Expenditures	\$1,501.14	Engaging Academics
In addition to paper copy of school newsletter, staff sends out a digital copy of school newsletter through Smore online newsletter	5000-5999: Services And Other Operating Expenditures	\$100.00	Connected School Communities
Provide monthly and trimester attendance incentives, including incentive/reward for perfect attendance.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth

Sierra Oaks School (K-8)

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
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 middle school Merit system 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
San Juan's 8 Point commitment to Educational Justice: Professional Development focus on equitable practices.		\$1,500.00	Healthy Environments for Social-Emotional Growth
Supplemental materials to support staff's equity learning.			
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.	4000-4999: Books And Supplies	\$3,642.00	Engaging Academics
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 through use of purchased Lexia ReadingCore5 licenses (\$9900), MobyMax licenses, teacher monitoring, and reteaching.	5800: Professional/Consulting Services And Operating Expenditures	\$8,435.00	Engaging Academics

Sierra Oaks School (K-8)

Implementation of Amplify language arts adoption, grades 6 - 8 to meet the comprehensive balanced literacy demands and 21st century skills identified in the CCSS.	4000-4999: Books And Supplies	\$650.00	Engaging Academics
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.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics
Materials and supplies to support comprehensive balanced literacy and GLAD strategies focused on needs of economically disadvantaged, foster youth, McKinney-Vento, and English learners.	4000-4999: Books And Supplies	\$3,498.86	Engaging Academics

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
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	
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	
		\$10,000.00	Healthy Environments for Social-Emotional Growth	

Sierra Oaks School (K-8)

Other Total Expenditures:	\$13,000.00
Other Allocation Balance:	\$0.00
Sierra Oaks School (K-8) Total Expenditures:	\$168,591.00