

# The Single Plan for Student Achievement

**School:** Sierra Oaks Elementary School  
**CDS Code:** 34-67447-6034904  
**District:** San Juan Unified School District  
**Principal:** Sandra Butorac  
**Revision Date:**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Sandra Butorac  
**Position:** Principal  
**Phone Number:** (916) 575-2390  
**Address:** 171 Mills Road  
Sacramento CA, 95864  
**E-mail Address:** sbutorac@sanjuan.edu

**The District Governing Board approved this revision of the SPSA on 11/19/13.**

## Table of Contents

School Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	4
Introduction .....	4
Data Analysis.....	4
Parental Involvement.....	4
Description of Barriers and Related School Goals .....	5
School and Student Performance Data.....	6
Academic Performance Index by Student Group .....	6
English-Language Arts Adequate Yearly Progress (AYP).....	7
Mathematics Adequate Yearly Progress (AYP) .....	8
CELDT (Initial Assessment) Results .....	9
CELDT (Annual Assessment) Results .....	9
CELDT (All Assessment) Results .....	10
Title III Accountability (School Data).....	11
Local Assessment Data.....	12
Planned Improvements in Student Performance .....	14
Planned Improvements: Goal/Tactic #1 .....	14
Planned Improvements: Goal/Tactic #2 .....	15
Planned Improvements: Goal/Tactic #3 .....	16
Planned Improvements: Goal/Tactic #4 .....	17
Planned Improvements: Goal/Tactic #5 .....	18
Summary of Expenditures in this Plan .....	21
Total Allocations and Expenditures by Funding Source.....	21
School Site Council Membership .....	22
Recommendations and Assurances .....	23

## School Mission

### Sierra Oaks Elementary School's Mission Statement

Sierra Oaks K-8 mission statement was created through the Site Strategic Planning process in collaboration with staff, parents, and community members and is as follow:

The mission of Sierra Oaks K-8, valuing a diverse and dynamic school community, is to cultivate all students into critical thinkers who communicate effectively, engage responsibly, and serve successfully as global citizens by providing a rigorous and innovative curriculum in a safe, respectful learning environment.

## School Profile

### School Profile

Sierra Oaks K-8 is one of seven K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. The 700 students attending Sierra Oaks K-8 are 58% White, 18% Hispanic, 10% African American, 6% Asian, and 6% other. Of this population, 10% are English Language Learners with Spanish as the primary language. Our socioeconomically disadvantaged population is 37%.

### Sierra Oaks K-8 Mission Statement:

The mission of Sierra Oaks K-8, valuing a diverse and dynamic school community, is to cultivate all students into critical thinkers who communicate effectively, engage responsibly, and serve successfully as global citizens by providing a rigorous and innovative curriculum in a safe, respectful learning environment.

During the 2005/2006 school year, Sierra Oaks (K-5) was designated by the district to grow into a Kindergarten through Eighth grade school during the next successive school years with one grade level added each year. Sierra Oaks currently serves students in grades kindergarten through 8th.

### P/K-8 Program Description – Key Components for Grades 7 & 8

The P/K-8 schools offer increased opportunities for relationships and personalization between teachers and 7th and 8th grade school students. The students may attend the same school for nine years, promoting a sense of belonging and familiarity. The P/K-8 schools are staffed with highly qualified teachers possessing multiple subject credentials. The teachers may have supplemental authorizations that complement the academic and enrichment programs.

The core curricular program for 7th and 8th grade students is delivered within an interdisciplinary structure. Ideally, there will be two classes per grade level. Students will receive standards-based, grade level instruction in characterized by blocks of time devoted to core instruction. Students may transition up to six times a day. Additional collaboration may occur with teachers from other grade levels to ensure a well-articulated experience. Students will engage in a variety of elective courses, and Physical education classes will meet the state requirements. Flexible grouping, differentiation, acceleration, and intervention are strategies that will be utilized to meet the students' academic needs.

The P/K-8 program prepares the students for the successful transition to high school by addressing their physical, emotional, social and academic development in a smaller, nurturing atmosphere. Age-appropriate extra-curricular activities will be offered as an after-school option to enhance the students' overall development.

## **Comprehensive Needs Assessment Components**

### **Introduction**

In August 2013, a group of Planning Team members representing Sierra Oaks teacher, classified staff, parents, and community members met for a total of two days to carve out the direction and focus for our school for the next three years. This process known as Strategic Planning, helped us identify a mission statement, development concrete measureable objectives impacting student achievement and success; and create tactics and action plans that are essential in accomplishing our mission. In creating this focus. the planning team looked at multiple data points such as enrollment trends, demographic data, CST data, and other academic measures. In order to respond to Sierra Oaks K-8 diverse needs, tactic teams are conducting extensive research to identify and develop key actions to be implemented over a three year period addressing academics, technology integration, character education, and family and community engagement. This initial process should be complete by February of 2014.

### **Data Analysis**

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

#### **3 Year Trend and Gap Analysis**

##### **SIGNIFICANT SUBGROUP TREND**

The percentage of Low SES students has increased from 28% in 08/09 to 37% in 12/13.

##### **ENGLISH LANGUAGE ARTS**

The percent of students not proficient has increased from 28.74% in 09/10 to 33.33% in 11/12, for all students. The percent of student not proficient has increased from 46.46% in 09/10 to 53.89% in 11/12, for Low SES students.

##### **MATH**

The percent of students not proficient has increased from 26.65% in 09/10 to 44.19% in 11/12, for all students. The percent of student not proficient has decreased from 37.01% in 09/10 to 60.94% in 11/12, for Low SES students.

Instructional Focus - Through professional learning in the areas of Common core State Standards, Writer's Workshop, Bookshop, and critical thinking, our instructional focus is aimed at how we can increase the percentage of students in the Low SES subgroup in the areas of Mathematics and English Language Arts. Implementation

Purchase appropriate supplemental materials to support Comprehensive Balanced Literacy; provide assistance to staff on implementation of planned activities; and aid in the evaluation of instructional assistants working within the English Learner Program or Special Education. Provide translations for all district information and provide interpreters for all necessary site and district meetings.

#### **Staff Development**

The Site Leadership Team will plan and coordinate appropriate professional development around Common Core State Standards, Comprehensive Balanced Literacy, and Positive Behavior Support/Character Education.

### **Parental Involvement**

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

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

Sierra Oaks is fortunate to have actively engaged parents in our school community. As called out in our upcoming Site Strategic Plan, parent involvement will play a key role in student achievement. Administration will provide assistance in training to members of Sierra Oaks' School Site Council, ELAC, DELAC, and other parent groups; translating oral and written materials as needed.

Provide parent education training by request; provide assistance to sites including parent involvement activities within their site plan and implementation of district involvement policy; and assist with the articulation and coordination of adult education activities to schools.

## Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

A discussion of critical issues arose among the planning team while reviewing the data. The critical issues discussed involved the persistent achievement gap between students with low socio-economic status and students without that designation as well as the lack of improvement in API scores. These issues coupled with concerns around dwindling resources prompted the team to identify four key tactics within the strategic plan that addressed the improvement of instructional practice and assessment, the integration of technology into instructional practice, character education, and the engagement of families, students, staff, and the community in the learning process.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	433	454	511	277	274	313	41	47	48	31	36	25
<b>Growth API</b>	851	822	837	877	847	859	706	726	756	921	909	886
<b>Base API</b>	877	851	825	890	875	848	797	713	732	944	913	909
<b>Target</b>	A	A	A	A	A	A						
<b>Growth</b>	-26	-29	12	-13	-28	11						
<b>Met Target</b>	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	64	67	85	35	59	54	136	164	209	33	32	54
<b>Growth API</b>	792	734	781	695	719	684	793	734	768	666	674	676
<b>Base API</b>	821	792	745	814	694	722	821	792	740	717	673	678
<b>Target</b>							A	5	5			
<b>Growth</b>							-28	-58	28			
<b>Met Target</b>							No	No	Yes			

#### Conclusions based on this data:

1. Although Sierra Oaks' API declined for two consecutive years, there was a positive gain of 12 points for 2013.
2. Although Sierra Oaks' API declined for two consecutive years in Socioeconomically Disadvantaged student group, there was a positive gain of 28 points for 2013.
3. Although 2013 API targets were met for the school and subgroups, an achievement gap persists between socioeconomically disadvantaged students and non socioeconomically disadvantaged students.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	99	100	99	100	99	100	100	100	97
Number At or Above Proficient	276	302	324	195	200	216	11	23	23	27	28	17
Percent At or Above Proficient	63.7	66.5	63.4	70.4	73.0	69.0	26.8	48.9	47.9	87.1	77.8	68.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	100	98	98	97
Number At or Above Proficient	31	30	40	12	23	11	68	76	95	14	14	20
Percent At or Above Proficient	48.4	44.8	47.1	34.3	39.0	20.4	50.0	46.3	45.5	42.4	43.8	37.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	Yes	--	--	--	No	No	No	--	--	--

#### Conclusions based on this data:

1. Students in the Hispanic subgroup improved their level of proficiency in 2013.
2. Adequate yearly progress was not met for all other students and significant subgroups. This further underscores the need to address achievement for all students within the strategic plan.
3. The number of EL students scoring at or above proficient in ELA decreased by almost 50%. This further underscores the need to implement effective instruction for this student population.  
Our current EIA budget is \$49,345, itemized as follows:  
Central Costs: \$665  
Half time ELIS: \$47,296  
Balance for instructional materials and supplies: \$1,384  
Re-evaluation of current EIA expenditures to better support the achievement of EL Learners will be addressed in Site Strategic Plan currently in process.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	99	100	99	100	100	100	97
Number At or Above Proficient	301	248	299	203	167	195	21	13	20	26	31	20
Percent At or Above Proficient	69.8	54.9	58.6	73.8	61.4	62.5	51.2	27.7	41.7	83.9	86.1	80.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	98	99	100	98	98	97
Number At or Above Proficient	37	19	40	17	27	20	81	62	95	12	12	20
Percent At or Above Proficient	57.8	28.4	47.1	48.6	45.8	37.0	59.6	37.8	45.7	36.4	37.5	37.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	Yes	--	--	--	No	No	Yes	--	--	--

#### Conclusions based on this data:

1. Adequate yearly progress in math was met for the general population and students in the Hispanic and Socioeconomically Disadvantaged subgroups.
2. Students in the White subgroup did not meet Adequate Yearly Progress in math, further underscoring the need to address achievement for all students within the Strategic Plan.



## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0.0%	1	17	1	17	1	17	3	50	6
1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	***** **	***	*****
4									***** **	***	*****
5	0	0.0%	0	0.0%	0	0.0%	0	0.0%	***** **	***	*****
6	***** *	***	0	0.0%	0	0.0%	0	0.0%	0	0.0%	*****
7									***** **	***	*****
8	0	0.0%	***** *	***	0	0.0%	***** *	***	0	0.0%	*****
<b>Total</b>	1	8	2	15	1	8	2	15	7	54	13

#### Conclusions based on this data:

1. About half of the students taking the initial CELDT assessment scored as beginning in ELD. This data calls for more personalized instruction for these groups of students in ELD.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	0	0.0%	4	33	4	33	1	8	3	25	12
2	0	0.0%	0	0.0%	9	69	2	15	2	15	13
3	0	0.0%	4	57	2	29	1	14	0	0.0%	7
4	1	9	2	18	4	36	2	18	2	18	11
5	0	0.0%	2	33	3	50	0	0.0%	1	17	6
6	0	0.0%	2	50	2	50	0	0.0%	0	0.0%	4
7	0	0.0%	2	33	2	33	2	33	0	0.0%	6
8	***** *	***	0	0.0%	0	0.0%	0	0.0%	0	0.0%	*****
<b>Total</b>	2	3	16	27	26	43	8	13	8	13	60

#### Conclusions based on this data:

1. More than half of our ELL students scored within Beginning to Intermediate range. This calls for more personalized learning in the area of ELD to help students make progress towards Early Advanced and Advanced as they work towards mastery and reclassification.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	0	0.0%	1	17	1	17	1	17	3	50	6
<b>1</b>	0	0.0%	4	31	4	31	1	8	4	31	13
<b>2</b>	0	0.0%	0	0.0%	9	69	2	15	2	15	13
<b>3</b>	0	0.0%	4	57	2	29	1	14	0	0.0%	7
<b>4</b>	1	8	2	17	4	33	2	17	3	25	12
<b>5</b>	0	0.0%	2	29	3	43	0	0.0%	2	29	7
<b>6</b>	1	20	2	40	2	40	0	0.0%	0	0.0%	5
<b>7</b>	0	0.0%	2	29	2	29	2	29	1	14	7
<b>8</b>	***** *	***	***** *	***	0	0.0%	***** *	***	0	0.0%	*****
<b>Total</b>	3	4	18	25	27	37	10	14	15	21	73

#### Conclusions based on this data:

1. Seventy percent of the students fall within Beginning to Intermediate range on the CELDT assessment. This calls for strategic and personalized instruction that addresses ELD.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	0	61	60
Percent with Prior Year Data	--	100.0%	98.3%
Number in Cohort	0	61	59
Number Met	--	44	31
Percent Met	--	72.1%	52.5%
NCLB Target	54.6	56.0	57.5
Met Target	*	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	0	70	9	58	8
Number Met	--	--	11	--	12	--
Percent Met	--	--	15.7%	--	20.7%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	No	*	No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. Classroom teachers monitor progress of ELL and plan instruction that supports individual language needs.
2. Small group instruction and/or push-in support is implemented for ELL during the school day by our site ELIS.

# School and Student Performance Data

## Local Assessment Data

Data Worksheet

Sierra Oaks Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	47.4	70.6	77.0	90
	African Am	42.9	56.3	85.0	90
	Hispanic	40.0	37.5	81.5	90
	Low SES	41.9	58.0	71.8	90
	English Lnr			35.0	90
	Special Ed			58.8	90
Ovl	Growth API	851.0	822.0	836.0	800
	African Am	706.0	726.0		800
	Hispanic	792.0	734.0		800
	Low SES	793.0	734.0	772.0	800
	English Lnr	695.0	719.0		800
	Special Ed	666.0	674.0		800
2	Reading on grade level (gr 2-11)	62.0	66.2	61.3	90
	African Am	32.8	48.1	46.3	90
	Hispanic	46.4	45.7	44.2	90
	Low SES	46.9	46.8	44.2	90
	English Lnr	21.4	39.0	30.0	90
	Special Ed	31.0	36.4	29.1	90
2	Math at grade level (gr 2-7)	66.7	60.0	61.8	90
	African Am	50.0	35.6	42.4	90
	Hispanic	53.4	36.4	50.6	90
	Low SES	53.0	41.6	47.2	90
	English Lnr	21.4	39.0	30.0	90
	Special Ed	31.0	36.4	29.1	90
2	Algebra 1 completed 1st time	93.3	63.0	57.5	90
	African Am				90
	Hispanic		63.6		90
	Low SES	92.9	47.4	47.6	90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.		72.1		70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
3	Pct of students abs>10% (gr K-8)	9.5	8.3	10.4	3
	African Am	16.5	23.7	17.5	3
	Hispanic	7.4	8.2	15.6	3
	Low SES	16.1	12.2	16.8	3
	English Lnr	10.7	10.3	13.2	3
	Special Ed	16.7	2.5	8.2	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing A/G/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	4.1	4.4	3.0	<2
	African Am	6.5	7.8	5.8	<2
	Hispanic	6.6	4.2	2.0	<2
	Low SES	6.6	7.6	4.9	<2
	English Lnr	3.5	2.7	4.4	<2
	Special Ed	17.6	2.6	6.8	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<b>Effective Instructional Strategies/21st Century Skills</b>	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Improved ability to read and understand complex text	70	78.6%	148	68.2%	2	100.0%
Improved written communication skills	71	70.4%	148	67.6%	2	50.0%
Improved spoken/oral communication skills	70	74.3%	148	65.5%	2	50.0%
Improved ability to solve complex problems	71	67.6%	149	63.1%	2	50.0%
Improved ability to use technology to find information/solve problems	70	71.4%	147	66.0%	2	100.0%
Improved ability at working with other students on problems/projects	70	61.4%	149	67.1%	2	50.0%
Improved leadership skills	70	55.7%	149	51.5%	2	50.0%
Encouraged to share knowledge/ideas in a creative way	72	66.7%	147	54.4%	2	100.0%
Curiosity/imagination is fostered	71	67.6%	149	49.0%	2	100.0%
School promotes academic success of all students.	71	74.6%			2	50.0%
<b>Personalized Learning</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Academic goals have been collaboratively set and monitored.	67	46.3%		53.7%	1	0.0%
Students have a learning plan/4-year plan.	63	30.2%		56.3%	1	0.0%
Students are challenged at school through high standards of academic performance.	71	73.2%	149	62.4%	2	50.0%
<b>Character Education</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Most/All of the Time (character)</i>						
Students model RESPECT at this school.	71	83.1%	147	55.1%	2	0.0%
Students model RESPONSIBILITY at this school.	71	78.9%	148	51.4%	2	0.0%
Students model HONESTY at this school.	69	63.8%	147	58.5%	2	0.0%
Students model CARING at this school.	70	71.4%	147	55.8%	2	50.0%
Students model COOPERATION at this school.	71	74.6%	148	59.5%	2	0.0%
Students model COURAGE at this school.	71	66.2%	149	58.4%	2	50.0%
The school fosters an appreciation of student diversity and respect for each other.			149	69.1%	1	0.0%
<b>Parent/Family Involvement</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Parents are well-informed about their child's progress in school.	71	74.6%				
Teachers provide information about a child's performance to parents who speak a language other than English.	23	56.5%			1	0.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.	71	60.6%			1	100.0%
Teachers are responsive to parents when they call or want to meet.	72	76.4%			1	100.0%
Teachers send home work or ideas that help parents support their students at home.	69	58.0%			1	100.0%
Adults/staff in the office are helpful when parents/students come in or call.	72	79.2%	149	41.6%		
Translated materials (or a translator) for my language are available when parents come to school.	20	35.0%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	68	72.1%				
The school keeps parents well-informed about school activities.	69	84.1%				
I speak a language other than English and I receive general information from my student's school in my language.	23	52.2%				
This school offers parents opportunities to be involved in school and classroom activities.	68	75.0%			1	0.0%
Parents are invited to meetings where the school's academic performance is discussed.	69	66.7%				
This school actively seeks the input of parents before making important decisions.	68	58.8%				

**Conclusions based on this data:**

1. Writing proficiency levels in grades 4 and 7 increased in 2013.
2. Overall math proficiency increased, except in ELL and Special Ed. subgroups, which further indicates the need for our current action team tackling increased achievement of all learners.
3. Reading proficiency decreased in our general population and significant subgroups, which further indicates the need for our current action team tackling increased achievement of all learners.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Effective Instructional Strategies/Technology</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
As a unified K-8, we will implement effective instructional strategies to help our students problem solve, think critically, communicate, and integrate technology.
<b>Data Used to Form this Tactic:</b>
<ul style="list-style-type: none"><li>• MAP test results; STAR test results; CELDT test results</li><li>• HM Summative Assessments; Bookshop Assessment</li><li>• Interim Writing Assessments</li></ul>
<b>Findings from the Analysis of this Data:</b>
The increasing achievement gap between socioeconomically disadvantaged students, ELL students, and general population is an issue that will be addressed in this tactic.
<b>Related Objective and how it will be Measured:</b>
Benchmark assessments, teacher created assessments, student work samples, teacher observations, STAR, and MAP testing grades 3-8.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Increase Achievement</b>
<b>District Strategy:</b>
Strategy 4: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students families and staff.
<b>Tactic #2:</b>
As a unified K-8, we will expand and implement instructional strategies to increase achievement of all learners.
<b>Data Used to Form this Tactic:</b>
<ul style="list-style-type: none"><li>• STAR test results</li><li>• CELDT test results</li><li>• MAP testing</li></ul>
<b>Findings from the Analysis of this Data:</b>
The increasing achievement gap between socioeconomically disadvantaged students, ELL students, and general population is an issue that will be addressed in this tactic.
<b>Related Objective and how it will be Measured:</b>
MAP testing, teacher created assessments, student work samples, teacher observations, and STAR.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Family Engagement</b>
<b>District Strategy:</b>
Strategy 7: We will actively engage families as valued partners in the education process.
<b>Tactic #3:</b>
As a unified K-8, we will actively engage families as valued partners in the education process and as members of our diverse and dynamic school community.
<b>Data Used to Form this Tactic:</b>
Spring 2013 School Survey Results Ongoing PTA input
<b>Findings from the Analysis of this Data:</b>
Although there is an interest by parents and community members to be involved in Sierra Oaks K-8, the actual numbers of volunteers has not increased over the years. This is problematic as we work to educate students in an era of such limited fiscal resources and have become increasingly more dependent on the involvement of our parents and community members in helping meet the needs of all students.
<b>Related Objective and how it will be Measured:</b>
By 2016, we will increase the number of students in all groups performing at proficient or advanced levels in the areas of ELA and Math by 50% as shown through multiple measures.



## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Character Education</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #4:</b>
As a unified K-8, we will model, teach, and integrate character education to help our students develop meaningful relationships.
<b>Data Used to Form this Tactic:</b>
Spring Collaborative Survey Zangle Suspension Data Attendance Rate
<b>Findings from the Analysis of this Data:</b>
There is an inconsistency between what parents and students are reporting related to modeling positive character traits. Most concerning is students perception of staff modeling positive character traits. It is expected that we will see an increase in students, parents, and staff reporting progress towards modeling these positive character traits.
<b>Related Objective and how it will be Measured:</b>
SJUSD student and parent surveys. Annual decrease in behavior incidents resulting in suspension.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Character Education</b>
<b>District Strategy:</b>
<b>Tactic #5:</b>
All students will develop and consistently demonstrate the character traits necessary to become contributing, responsible, and caring members of the community.
<b>Data Used to Form this Tactic:</b>
Regular Zangle behavior and attendance reports.
<b>Findings from the Analysis of this Data:</b>
<b>Related Objective and how it will be Measured:</b>
Monitor Zangle and attendance data each month.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 .Sierra Oaks K-8 School staff will embed the teaching of the following character traits throughout the school year: caring, responsibility, honesty, respect, courage, and cooperation. Positive character traits will be embedded throughout the day into rigorous classroom instruction and student discourse within all academic areas. In addition, a portion of classtime during the week will be spent on character education...in the form of class meetings, lessons, or other grade appropriate instructional design.						
5.2 .Establish a Schoolwide Climate Committee to oversee character education, behavior/discipline and bullying prevention policies, procedures and education.						
5.3 All students will be educated in learning environments that are safe, drug-free, and conducive to learning. We will continue to utilize the school safety plan, which will be updated every year. All visitors must sign in at the office. The site safety team will provide staff development through the professional learning at District led safety trainings.						

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.4 Middle School students will continue to maintain the Sierra Oaks Student Leadership, which will remain a positive influence on the whole student population. In addition, middle school students will continue their involvement in the TA program during elective time; assisting younger students with literacy and math. Specific staff will continue to monitor these students and meet regularly to assess both programs.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Local Control Funding Formula (LCFF)	259,866	259,866.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Amber Christiansen	[ ]	[ ]	[ ]	[X]	[ ]
Andrea Bayliss	[ ]	[X]	[ ]	[ ]	[ ]
Elizabeth Nesci	[ ]	[X]	[ ]	[ ]	[ ]
Heather Jensen	[ ]	[ ]	[ ]	[X]	[ ]
Laura Kirker	[ ]	[ ]	[ ]	[X]	[ ]
Lydia Smith	[ ]	[ ]	[ ]	[ ]	[ ]
Lynne Baker	[ ]	[X]	[ ]	[ ]	[ ]
Maurice Robinson	[ ]	[ ]	[ ]	[X]	[ ]
Sue Diehm	[ ]	[X]	[ ]	[ ]	[ ]
<b>Numbers of members of each category:</b>		<b>4</b>		<b>4</b>	

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:  
  
 State Compensatory Education Advisory Committee  
 English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 04/15/2013.

Attested:

Sandra Butorac

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Andrea Bayliss

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date