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 Linda Elementary	56725386055388	October 21, 2021	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

The Vision at Sierra Linda is: Empowering ALL Children to Achieve Excellence. Our Mission is: We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected.

At Sierra Linda, we are committed to developing a rigorous and supportive instructional program that prepares each child for college and/or career pathways. We will focus in the area of teaching and learning to successfully meet the needs of all students. The highly commited staff has been dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5; including supporting instructional programs/apps such as Star Assessment in ELA and Math, Lexia/Core5, myOn, ST Math, and Accelerated Reader.

Through our shared Vision and Mission, the staff at Sierra Linda is working to ensure that our instructional program meets the academic needs of each student. Teachers meet in grade level teams regularly in order to plan together. During our PLC's, they analyze data and plan rigorous standards-based lessons that support students' academic progress. The staff participates in district and site professional development to improve and implement instructional practices. The teaching staff at Sierra Linda is committed to the process of implementing CCSS and dedicated to promote higher level thinking and learning for all students. Our staff will continue to implement our strand focus of Health and Art as part of our integrated curriculum. We will support the strand focus by providing funding and enrichment activities for all students.

In all classes, integrated ELD instruction is embedded throughout all subjects and explicitly taught during designated ELD instructional time. Progress of EL students is closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (MTSS) process. We use additional programs and tools in order to provide all our students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourage a love of reading. ST Math and Lexia/Core5 programs provide additional opportunities for students to revisit critical reading and math skills. Teachers use various technical applications that support development of foundational reading and math skills. Every student has received an iPad for use at home and at school. Teachers continue to receive training on the use of iPads and share ideas with each other on how to develop students' knowledge of programs and applications. Students receive digital citizenship instruction. Parents are informed of the benefits of technology as it relates to the education of their children.

Students receive differentiated instruction in reading in all grade levels during the week. Through district funding, the district has hired Literacy Intervention Teachers in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on Star Reading assessment results. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Classroom teachers use Star, adopted curriculum assessments, and teacher created assessment data to focus on Reading and Math skills during regular classroom instruction.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues in order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Sierra Linda. We have regular CST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the school psychologist, special education staff, the counselor, classroom teachers, the Outreach Consultant (ORC) and parents. Our positive behavior program is CHAMPS. All staff has been trained in and implement this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order

for them to be able to make safe and rational decisions concerning their conduct. With CHAMPS, we are continuing on building student and staff capacity, building resiliency, and a growth mindset. A full time counselor is part of our staff. The counselor works with teachers, individual students, and small groups in order to provide additional social-emotional support they may need in order to be successful.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings "Coffee with the Principal", and Coffee with the ORC/Counselor during which parents have an opportunity to provide input for shared decision-making. Parents receive a weekly phone blast informing them of all school events and activities. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, text messages, Peach Jar and behavior charts (if necessary). Our ORC and Counselor offer support by connecting families with necessary community services to address social-emotional needs. Parents participate in positive parenting programs like "Triple P" through a virtual platform in the Spring. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive to promote a school environment wherein our core values of equity, integrity, purpose, perseverance and compassion are evident in every interaction with students, community and each other, thus, effectively meeting Every Student Succeeds Act (ESSA) requirements.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Ongoing informal and formal classroom observations were conducted by peers and administration to collect data in Grades TK- 5th throughout the school year. Students were observed using academic language to explain how or why they got their answers. Our data showed that Increased use of student engagement strategies was beneficial for all students. We worked in collaboration with our committees (School Site Council, ELAC, and PTA) to develop the goals, actions, and services that are part of our SPSA. Thus, discussions were focused on effectiveness and consistency of common best practices, teaching strategies, planning and monitoring student engagement, and identifying Priority Standards to help develop targeted student interventions and support. These strategies were used both in ELA and Math lessons and an emphasis in writing across content areas will help us create a stronger academic foundation for all our students.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff will collaborate, analyze and interpret data to modify instruction and improve all student achievement. The data gathered is used in weekly PLC meetings to help guide our instruction, interventions, and academic focus. The following assessment tools used gave us both formative and summative data that is used frequently and can be shared with other staff and parents.
Star--Early Literacy, Reading and Math assessments
Star CBM (foundational skills)
ELPAC
ELD Unit Assessments
IABs (CAASPP Interim Assesment Blocks)
BPSTs (basic literacy assessment)
Math and ELA curriculum assessments
Teacher created assessments

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

Teachers monitor student academic progress during grade level collaborations on a weekly basis during Professional Learning Community (PLC)/collaboration time. Assessment results are used to modify instruction and create focus goals for ELA and Math. Student instructional groups for Universal Access (UA); and Tier 1 and Tier 2 interventions are determined by reflecting on current instructional strategies and data. Data from Star, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified."
This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:
All grade levels: Literacy strategies and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

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

Grade level collaboration is provided on a weekly basis during our PLC/Collaboration time. Instructional leadership committee (grade level leads) discuss and agree upon topics for collaboration. Our Grade levels work within and across grade level teams to implement PLC structures and discussions. The focus is on the five essential questions:
(1) What do we want students to know?
(2) How will we know if the learned it?
(3) What will we do if they haven't?
(4) What will we do if they have?
(5) What will we be teaching next and how does this build on our foundation?
Our PLC Teams agree upon common assessments and Priority Standards, analyze their date, and create a plan to support all their students.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Sierra Linda. we use a Multi-Tier System of Supports to help our under-performing students meet grade level standards. This is an instructional model that includes universal screening, multiple tiers of supports (Tier i, Tier II, and Tier III), data collection and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 6-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student is showing little to no growth, then they are referred to the Coordinated Service Team (CST) for further interventions with our school counselor, LIT Teacher, or Intervention Service Provider. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST). Parents are a crucial part to student success, thus they are informed of a teacher's concern as soon as Tier 1 interventions are started. Parents are invited to SST meetings in order to create a successful plan for interventions. Those that are still not demonstrating adequate progress, may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist and/or district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of good first instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson; effectively communicating our lesson target goals in ELA and Math to all students; providing opportunities for student engagement with content; monitor and checking for understanding; and providing corrective feedback.

Parental Engagement

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

Sierra Linda parents are encouraged to participate and support Sierra Linda students by becoming involved through a variety of educational and advisory opportunities throughout the year that will help strengthen the family-school partnership. We believe that these partnerships with parents and the community are essential to success of all students. We invite our families to participate in all of our activities. Currently, all participation will be virtual due to COVID guidelines

These include but are not limited to:
*Class and field trip volunteers
*PTA events, such as meetings, Art Night, virtual fundraisers and Jog-a-Thon (when in person participation is allowed)
*School Site Council
*ELAC monthly meetings
*Parent Nutrition Classes
*Triple P parenting classes (Virtually in the Fall 2021)
*Coffee with the Principal/Title 1 meetings
*Awards Assemblies
*Read-a-Across America (as readers)
*Parent Training provided by English Learner Department
*Parent Nights with a Focus on ELA/Math/ and Technology

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our ORC and Counselor offer support by connecting families with necessary services to address social-emotional needs.

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 Linda will continue to prioritize parent involvement during the 2021-22 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a biennial basis. School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve instruction and the use of curriculum and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition,the principal and school counselor present A-G requirements for all 5th grade students and parents.

Funding

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

Categorical funds were used to support small group interventions and programs for differentiated instruction to meet the needs of underperforming students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of underperforming students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.
The following services were funded through categorical funds to enable underperforming students to meet the standards.
*Tutoring
*Staff Collaboration (Virtually and In-Person)
*Professional Development and conferences (Virtually)
*Parent Conferences (CABE- Virtually)
*Enrichment Field Trips (virtual)
*Substitutes for CST/SST/IEP meetings
*Intervention Support Provider (ISP)
*Babysitting for EL parents
*Verbal Translation for any meeting with EL parents
*Overtime for Counselor, ORC and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

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

Parents are partners in their children's education. The SPSA was reviewed with parents during our SSC, Title I and ELAC meetings. Each group is given the opportunity to review the SPSA and to make suggestions for improvement of student achievement. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The School Site Council members review and revise the SPSA during September and October. ELAC members review and give recommendations during the October meetings. All parent committees (SSC, ELAC, PTA) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. The Leadership Team and staff members review and revise the SPSA during August through /October. All stake-holders are highly encouraged to provide feedback on strategies to improve student success. SPSA goals and strategies are the driving force for discussion at monthly parent meetings and staff collaboration. Therefore, updates on SPSA goals are calendared through out the year for all stake-holders.

Resource Inequities

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

Due to the pandemic during the 2020-2021 school year, we had previously allocated funds for substitutes to provide for observations and data meetings. Due to the shortage of substitutes on scheduled dates, we were unable to perform this activity. Another inequity included hiring a second ISP, but we were not able to find anyone available to fill that position for the 2020-2021 school year. Also due to distance learning, some of the expenditures that were allocated were not able to be implemented (field trips, extra-curricular activities, on-site enrichment activities, and some interventions).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.61%	0.66%	1.2%	4	4	7
Asian	0%	0%	0%	0	0	0
Filipino	0.3%	0.66%	1.2%	2	4	7
Hispanic/Latino	93.95%	92.56%	90.7%	621	560	517
Pacific Islander	0.15%	0.17%	0.2%	1	1	1
White	4.39%	4.96%	4.9%	29	30	28
Multiple/No Response	0.61%	0.99%	1.8%	4	6	10
			Total Enrollment	661	605	570

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	129	116	104
Grade 1	103	93	98
Grade 2	115	88	93
Grade3	104	106	83
Grade 4	104	98	99
Grade 5	106	104	93
Total Enrollment	661	605	570

Conclusions based on this data:

Based on the Enrollment by Student, we have a had a slight increase in the percent of African-American students and a slight decrease in the percent of Hispanic/Latino students. We are beginning to implement a Culturally Responsive teaching approach with our students that focuses on an asset based model. We plan on incorporating activities to honor our diverse cultural backgrounds. We will continue to look at our data from all subgroups to ensure the needs of our subgroups are being met with equitable practices.

In looking at the Enrollment by Grade Level, a contributing factor to our declining enrollment is the continuing pandemic and some families not feeling safe having their children return to in-person learning. Sierra Linda served as an over-enrollment school for all students, thus some grade levels had more enrollment in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site. The high cost of living in our county/community also affected our enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	386	323	270	58.4%	53.4%	47.4%
Fluent English Proficient (FEP)	40	42	53	6.1%	6.9%	9.3%
Reclassified Fluent English Proficient (RFEP)	33	43	47	7.9%	11.1%	14.6%

Conclusions based on this data:

Sierra Linda's overall English Learners population has decreased due to high cost of living in our area. However, we have increased in the number of students that have met reclassification criteria. Based on test scores, we believe that EL students need extra support to better access the curriculum. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction during our normal school year. English Learners are clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. Teachers are purposeful in providing scaffolds during integrated ELD instruction. Thus, providing EL students support throughout every content area.

School and Student Performance Data

Star Early Literacy

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	80	28	35%	15	19%	11	14%	26	33%	576
Grade 1	85	19	22%	22	26%	15	18%	29	34%	699
Grade 2	27	23	85%	4	15%	0	0%	0	0%	632

Sierra Linda Elementary

Conclusions based on this data:

At Sierra Linda, 33% of Kinder students and 34% of 1st Grade students scored At or Above Benchmark on the Star Early Literacy. We have a group of students in each grade level at the On Watch level. We will be focusing some of our interventions on these students to help them move into the At/Above Benchmark level. Discussions continue to happen on how to best support all students during PLC meetings. In 2nd grade, all students are given the Star Reading assessment, but students who score below a certian threshold are given the Star Early Literacy. We had 27 students in 2nd grade who took the Early Literacy assessment. A large percentage of those students scored at the Intervention level.

School and Student Performance Data

Star Reading

<table>
<tr><td colspan="12" align="center">Sierra Linda Elementary</td></tr>
<tr><td></td><td></td><td colspan="2" align="center">Urgent Intervention</td><td colspan="2" align="center">Intervention</td><td colspan="2" align="center">On Watch</td><td colspan="2" align="center">At/Above Benchmark</td><td colspan="2"></td></tr>
<tr><td></td><td></td><td colspan="2" align="center">Level 1</td><td colspan="2" align="center">Level 2</td><td colspan="2" align="center">Level 3</td><td colspan="2" align="center">Level 4</td><td colspan="2" align="center">Star Reading Average</td></tr>
<tr><td>Grade</td><td>Total # Tested</td><td>Total</td><td>%</td><td>Total</td><td>%</td><td>Total</td><td>%</td><td>Total</td><td>%</td><td>Level</td><td>Scale Score</td></tr>
<tr><td>Grade 2</td><td>85</td><td>28</td><td>33%</td><td>12</td><td>14%</td><td>12</td><td>14%</td><td>33</td><td>39%</td><td>2.6</td><td>265</td></tr>
<tr><td>Grade 3</td><td>80</td><td>34</td><td>43%</td><td>14</td><td>18%</td><td>10</td><td>13%</td><td>22</td><td>28%</td><td>2.2</td><td>310</td></tr>
<tr><td>Grade 4</td><td>97</td><td>25</td><td>26%</td><td>15</td><td>15%</td><td>18</td><td>19%</td><td>39</td><td>40%</td><td>2.7</td><td>433</td></tr>
<tr><td>Grade 5</td><td>90</td><td>30</td><td>33%</td><td>22</td><td>24%</td><td>9</td><td>10%</td><td>29</td><td>32%</td><td>2.4</td><td>481</td></tr>
</table>

Conclusions based on this data:

In reviewing the data presented, our 39% of our 2nd Grade students and 40% of our 4th Grade students have reached the At/Above level on the STAR360 Reading assessment. In 3rd grade only 28% reached the At/Above Level and 5th Grade only 32% reached the At/Above Level on the STAR360 Reading. We will continue to place our resources into providing the reading support and providing opportunities needed for students to reach the proficient level. Our goal is to move all students over at least one level, therefore resulting in having our school meet the district benchmark on the STAR 360 Reading.

School and Student Performance Data

Star Math

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	86	22	26%	9	10%	10	12%	45	52%	2.9	361
Grade 2	90	27	30%	18	20%	10	11%	35	39%	2.6	448
Grade 3	83	28	34%	21	25%	9	11%	25	30%	2.4	499
Grade 4	93	28	30%	22	24%	9	10%	34	37%	2.5	568
Grade 5	92	33	36%	24	26%	8	9%	27	29%	2.3	605

(Table title: Sierra Linda Elementary)

Conclusions based on this data:

The data above for Sierra Linda shows that 52% of 1st Grade students met the At/Above Benchmark Level on the STAR360 Math assessment. Our lowest performing grades are 3rd grade with 30% At/Above Benchmark Level and 5th Grade with 29% At/Above Benchmark Level. We will allocate the necessary resources across all grade levels for additional math support and improve student achievement. Our goal is to move all students over at least one proficiency level and meet the district benchmarks in students scoring At/Above Benchmark Level.

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

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate thus improving teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	CAASPP was not given in 2020-2021. From the previous data reported: An average of 28.6% of our third through fifth graders Met or Exceeded standards on the ELA CAASPP. The 2018-19 baseline scores are: 25% of 3rd graders Met or Exceeded 34% of 4th graders Met or Exceeded 27% of 5th graders Met or Exceeded Distance From Met Baseline: • 49.2 points for 4th graders • 46.8 points for 5th graders	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	CAASPP was not given in 2020-2021. From the previous data reported: An average of 16.6% of our third through fifth grade students Met or Exceeded standards on the Math CAASPP. The 2018-19 baseline scores are: 24% of 3rd graders Met or Exceeded 18% of 4th graders Met or Exceeded 8% of 5th graders Met or Exceeded Distance From Met Baseline: • 69.8 points for 4th graders • 107.5 points for 5th graders	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.
Star Reading (Fall 2020)	Percentage of students that were at or above Benchmark using the State Benchmark: 2nd--39% 3rd--28% 4th--40% 5th--32%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%. Increase student growth percentage (SGP) to 50 points or more in each grade level.
Star Early Literacy (Fall 2020)	Percentage of students that were at or above Benchmark: K--33% 1st-- 34%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (Fall 2020)	Percentage of students that were at or above Benchmark using the State Benchmark: 1st--52% 2nd--39% 3rd--30% 4th-- 37% 5th--29%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.
English Learners Reclassification Rate (3rd-5th grade)	The ELPAC was not taken in 2020 due to school closures and the 2021 data is not available yet. 42% of our English Learners in 3rd-5th grade were reclassified in 2019-2020.	The percent of English Learner students who are reclassified will be at least 25%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Teachers and administrator will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating, discussing and analyzing data, best first instruction practices, and lesson delivery. On-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) three times a year for third through fifth grade. Teachers will collaborate to discuss and plan instruction, delivery of lesson and data results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500.00	Title I 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits

973.00	Title I 3000-3999: Employee Benefits certificated benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that are support mastery of standards/skills.

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

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

3. Tutoring opportunities focused on skills measured on IAB's, previous CAASPP data, ELPAC/ELD and Star assessments. Data will be used to monitor EL students' progress towards mastering of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTEL's and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless students.

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

Amount(s)	Source(s)
5000.00	Title I 1000-1999: Certificated Personnel Salaries

	certificated extra time for tutoring
1080.00	Title I 3000-3999: Employee Benefits certicated benefits
5000.00	Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1080.00	Title III 3000-3999: Employee Benefits certicated benefits
2500.00	LCFF 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
540.00	LCFF 3000-3999: Employee Benefits certificated extra time for tutoring

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

4. Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level standards/skills and identify additional supports to address these needs.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. The Star Reading, Star Math and Early Literacy assessment will be administered five times a year. This data will be used to discuss mastery of skills and intervention groups.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Teacher collaboration and professional development with district Math Manager to review best practices such as Jo Boaler trainings and math talks. Two hours with whole staff and two hours per grade level.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager salary

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Implementation of systematic instruction on writing process (K-5th grade) based on writing standards. Grade levels will use the Wonders rubrics for writing and ensure students understand rubrics. Each grade level will expose students to writing standards for their grade level and the three required writing genres through out the year. Writing will be imbedded into all curricular areas

including Math, ELA, Social Studies, and Science. Grade levels will discuss and calibrate student writing using the Wonders rubrics at grade level collaboration.

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

Amount(s)	Source(s)
	No additonal cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during formal and informal class visits and also monitor language arts instruction through formal classroom observations. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for language arts.

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

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Underperforming students in all subgroups: Special Education, English Learners, Migrant, SET, Foster, Homeless and African American.

Strategy/Activity

9. Student data will be shared with students and parents thus creating goals that will be monitored throughout the year. These goals will be discussed during parent/teacher conferences, IEPs, 504s,

SSTs and IEPS. Substitutes will be made available in order to accommodate parents' schedules. Copies of IEP's and other notices mailed home to parents.

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

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries Verbal Translation
331.00	Title III 3000-3999: Employee Benefits Verbal Translation
500.00	Title I 5900: Communications Postage
500.00	Title III 5900: Communications Postage

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Teachers will use engagement strategies and Depth of Knowledge (DOK) to enrich daily instruction. Time during grade level collaboration will be allocated for discussion of engagement and DOK.

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

Amount(s)	Source(s)
	See Activity 3

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. All students will access reading materials at their level through classroom libraries, school library, Accelerated Reader and MyOn programs.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Technician
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract
1500.00	Title I 4000-4999: Books And Supplies purchase reading books for AR program
1000.00	Title III 4000-4999: Books And Supplies purchase reading books for AR program
1000.00	LCFF 4000-4999: Books And Supplies purchase reading books for AR program

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, and any dues or memberships).

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

Amount(s)	Source(s)
23507.00	Title I 4000-4999: Books And Supplies Materials and Supplies
9491.00	Title III 4000-4999: Books And Supplies Materials and Supplies
63261.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
500.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Staff will have use of the laminator, Duplo copy machines and Xerox copy machines in order to enrich instruction and provide students access to CCSS in all subjects, service agreement to shred extra copies of student documents.

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

Amount(s)	Source(s)
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

14. All teachers will team for designated ELD during the day.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Daily implementation of interventions in ELA, Math and ELD that is targeted to all groups to reinforce language arts and math standards-based instruction.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies curriculum

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on instructional support

Strategy/Activity

16. Order subscriptions and applications for use with technology in all curricular programs, support student use of Canvas as primary distance learning platform.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions and licenses
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Canvas Subscription

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Warehouse Charges
1000.00	LCFF 5000-5999: Services And Other Operating Expenditures Warehouse Charges

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Provide (virtual and in-person - when it is safe) field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Health and Arts).

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

Amount(s)	Source(s)
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Admissions
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation
1000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Integrate the Wonders/Maravillas adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum to art and Health. Provide opportunities for writing, listening, speaking and reading within health and art lessons.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Collaboration time for school wide leadership team to discuss professional development needs, SPSA, school budget, and assessment data. School leadership team (teachers and administrator) will ensure that there are clear expectations for collaboration time and will provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity 1

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. Understanding and implement Next Generation Science Standards by attending district-wide training for all grade levels usage of mystery science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist salary

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Purchase materials to support Strand Focus of Health and Art.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity 12

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

23. Provide art enrichment opportunities for students through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek and Focus on the Masters) to support Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity 12

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

24. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

25. Teachers will implement district adopted ELD curriculum. Teachers will receiving training once a year on district's Master Plan for EL students and reclassification criteria. Teachers will collaborate to discuss and review ELPAC data, that will be used to group students for Designated ELD time.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

26. Lexia/Core5, myOn, and Accelerated Reader will be used on a daily basis for 20 minutes to facilitate the acquisition of English Language Arts for all students. Program adjust skill level based on students' success and need.

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

Amount(s)	Source(s)
	District Funded

	5800: Professional/Consulting Services And Operating Expenditures No additional cost

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Program adjust activities based on student skill level thus targeting needs of English Learners, Migrant, Special Education, African-American and GATE students.

Strategy/Activity

27. ST Math will be used on a daily basis for suggested minutes to facilitate the acquisition of math skills for all students. Program adjust skill level based on students' success and need.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures No additional cost

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 3rd through 5th

Strategy/Activity

28. Student incentives for improvement in classroom and district ELA and Math Summative Assessments.

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

Amount(s)	Source(s)
	See Activity #12

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, homeless and African-American students.

Strategy/Activity

29. After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students that participate in ASP. Students chosen based on being an English Learners and having academic needs.

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

Amount(s)	Source(s)
	ASES

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

30. After-School Liaison will collaborate with After-School Program Manager and staff to monitor students' academic growth. ASP Liaison will conduct trainings on CHAMPS, Math and Language Arts as necessary.

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

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries District Funded--Certificated Salary: Teacher Liaison

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

31. Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training, and at conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity 3

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

33. Students will have opportunities to use technology for intervention, enrichment, and access to the core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity 12

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

34. Librarian to collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students English Language skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary

Strategy/Activity 34
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

35. Trimester student incentives for reaching AR goals and achieving at/above grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Activity #12

Strategy/Activity 35
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

36. Incentives for students for improving one proficiency level in ELPAC and reclassifying.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

No additional cost- Activity #12

Strategy/Activity 36
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on Special Education

Strategy/Activity

37. Coordinate transition meetings for incoming Kindergarten students and for 5th graders transitioning to middle school. Case managers will set up transition meetings with the receiving school of our Special Education students.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 37
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

38.Classroom Teachers, LIT (Literacy Intervention Teacher), and Intervention Support Provides (ISPs) will continue implementing the RtI/MTSS model through the CST and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math.

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

Amount(s)	Source(s)
24000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP #1

5184.00	LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits
	District Funded 1000-1999: Certificated Personnel Salaries District Funded- LIT Teacher
	District Funded 3000-3999: Employee Benefits District Funded- LIT Teacher

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.

Based on measurable outcomes the overall implementation of our agreed strategies was successful. All grade levels increased in Math and ELA achievement based on Star reports from Fall 2020 to Fall 2021. . Most grade levels met their goal and others made progress towards goal in both Star Reading and Math assessments. Overall, our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

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

Funds were allocated to purchase apps to support our academic goals; however, many of the apps were underutilized. As a result, data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended. Thus, we decided to eliminate some apps and reduce licenses in others. Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time on campus.

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.

As a school, we are focusing on First Instruction and targeted Tier 1 Interventions in class. We will continue to provide time for PLC's and hiring an Intervention Service Provider to support students in small group instruction. We have developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL). We prioritized preferred apps by grade level, compared them to school-wide needs, and will purchase accordingly. Additionally, we analyzed the data connected to academic progress provided by the ISP during Universal Access time. This guided our decision to add one position that

will be funded with site funds. We are also providing new opportunities for English Learner academic development, which include before/ after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, Math Mindset and NGSS.

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

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate is an area of growth. Sierra Linda had a Chronic Absence Rate of 13.27% for the 2019-2020 school year. Attendance was monitored for 72 specific students by Attendance Clerk, ORC, Teachers, School Counselor and Principal.	Maintain a monthly average attendance rate of 91% or higher in each grade level, an increase of 3.5% overall.
Suspension/Expulsion Data	>1% of our student population was suspended for 2019-2020 school year. No students were expelled.	Reduce suspension rate by 50% by providing students appropriate support to be successful at school. Maintain a 0% expulsion rate
Panorama Survey	Fall of 2021-22 The survey provided us with baseline data in the areas of student SEL competencies and	Increase the number of students who felt connected, engaged in meaningful participation, felt safe, growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	learning supports/environments. The favorable ratings by SEL topic were: Teacher-Student Relationships- 78% Sense of Belonging- 71% Self-Management and Social Awareness- 69% Growth Mindset- 59% Emotional Regulation- 54%.	mindset, and emotional regulation by 10%.
Office Referrals	Based on the data from 2020-2021, we had 4 office referrals during the period between March and June of 2021. During 2018-2019, there were over 400 office referrals generated by 125 students. The following are the top two reasons: 43% of those referrals were in regard to students being physically aggressive towards others students and staff 45% of the referrals were in regard to students not complying with directions or being defiant.	Through a consistent implementation of CHAMPS, we will reduce physical aggressions by 50% and teach students to comply with adults' directions when feeling upset.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Staff will be fully trained in CHAMPS and implement the program for Positive Behavior Interventions and Support (PBIS).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help
108.00	Title I 3000-3999: Employee Benefits Counselor Benefits
500.00	Title III 1000-1999: Certificated Personnel Salaries Counselor Extra Hours
108.00	Title III 3000-3999: Employee Benefits Counselor Benefits
300.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Hours
65.00	LCFF 3000-3999: Employee Benefits Counselor Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. All staff: Specifically teachers, administrator, ORC and school counselor will work together to deliver positive behavior lessons as part of our PBIS program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries School Counselor
	District Funded

	2000-2999: Classified Personnel Salaries Outreach Specialist

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. CHAMPS teams will conduct professional development for all staff on MTSS model to improve school safety.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Students will earn incentives for perfect attendance.

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

Amount(s)	Source(s)
	See Goal 1 Activity 12

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Students will earn character cards focused on CHAMPS school-wide expectations for behavior. They will be able to turn in character cards for prizes from the principal's store, at least once a month. Teachers will be able to give character cards to students and refer students to ORC and Counselor for incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal 1 Activity 12

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Conduct monthly Mini-SARB's (parent meetings) based on attendance data on A2A program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Make attendance a topic at ELAC, Coffee with the Principal, Student Assemblies, Parent Workshops, IEPS and SSTs.

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours
165	Title I 3000-3999: Employee Benefits ORC Benefits for Extra Hours
500.00	Title III 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops
165.00	Title III 3000-3999: Employee Benefits ORC Benefits for Extra Hours for Parent Workshops

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Extra hours for Campus Supervisors to maintain the campus safe. Bi-Monthly Professional Development for Campus Supervisors on CHAMPS and positive behavior supports.

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

Amount(s)	Source(s)
10000.00	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay
3305.00	LCFF 3000-3999: Employee Benefits classified benefits

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

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

Amount(s)	Source(s)
	See Goal 1 Activity 12

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Safety Team to revise and fully implement Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in:
- Monthly fire drills
- Lockdown drills 1 & 2
- Earthquake drills
- Annual evacuation drill

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide on-site counseling and support services for students through school counselor and/or outside agencies.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Service agreement to shred extra copies of student documents like SSTs, IEP, attendance thus keeping student information confidential.

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

Amount(s)	Source(s)
	See Goal 1 Activity 13

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Provide structured activities and board games during recess to support students in making positive and healthy choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	PTA/PTO 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students that are having a difficult time with socio-emotional skills in each of the sub-groups.

Strategy/Activity

14. Staff will use procedures and protocols for CST and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement CHAMPS procedures and protocols.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher support.

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

Amount(s)	Source(s)

	See Goal 1 Activity 3

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Collaboration between After School Program staff, ASP Liaison, school principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.

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

Amount(s)	Source(s)
	ASES
	No additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 4th-5th

Strategy/Activity

17. Counselor and ORC will organize and lead a Student Leadership Team to ensure student participation in building a positive school culture and community.

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

Amount(s)	Source(s)
	PTA/PTO
	4000-4999: Books And Supplies
	Materials and Supplies (t-shirts)

Strategy/Activity 18
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade students

Strategy/Activity

18. All fifth graders to complete Panorama Survey. This data used by CHAMPS team to create supportive procedures and protocols for a safe school environment for all.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Posters will be made of CHAMPS procedures and Guidelines for Success for all classrooms and common areas. In addition, copies of Sierra Linda's parent/student handbook will be made for every student ensuring that positive and safe school expectations will be shared with all students and parents.

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

Amount(s)	Source(s)
2000.00	Title I 5700-5799: Transfers Of Direct Costs Graphics
1000.00	Title III 5700-5799: Transfers Of Direct Costs Graphics
2000.00	LCFF 5700-5799: Transfers Of Direct Costs Graphics

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Clerical Overtime to support families with translation and navigating school system and communicating between parents and staff.

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

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Overtime for clerical staff to provide interpretation or translation services.
165.00	Title I 3000-3999: Employee Benefits Benefits related to clerical overtime
500.00	Title III 2000-2999: Classified Personnel Salaries Overtime for clerical staff to provide interpretation or translation services.
165.00	Title III 3000-3999: Employee Benefits Benefits related to clerical overtime

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.

Sierra Linda works hard at providing a safe school environment. Based on previous year discipline referrals and Panorama Survey data, students will need more activities during recess to help them make positive choices and enforce our PBIS plan. In addition, we need to think about increasing our incentives for student attendance. The CHAMPS team meets about once a trimester. We will set a monthly schedule of meetings to discuss professional collaboration and implementation of

CHAMPS procedures and routines. We also need to provide incentives to acknowledge every child's increased attendance and not simply those with monthly perfect attendance. Academic incentives will be implemented to improve reading and participation in Accelerated Reader.

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 funds budgeted for attendance activities was sufficient to cover the planned activities. However, not all the activities or incentives were done consistently. Our attendance rate was not positively impacted, due to the fact that the attendance activities were based on in-person and not Distance Learning incentives. The school closure due to COVID-19 also impacted the implementation the last trimester of 2020-2021.

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.

Activities will be revised and added to increase attendance awareness for students and parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance, we will be implementing monitoring protocols on a monthly basis. In order to increase positive and safe school environment, the CHAMPS team will meet once a month. We will monitor student disciplinary actions and provide socio-emotional supports to students as needed.

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

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	An average of 10 parents attended monthly ELAC meetings.	Double attendance to at least 20 parents per meeting
PTA membership	78 staff and parents were official members of PTA.	Increase membership by 25 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attended monthly Coffee with the Principal meetings.	Increase attendance by 10 parents.
Parent Teacher Conference and Back to School nights attendance	80% of parents attended parent teacher conferences through zoom.	Increase attendance to over 90% per class
Parent Participation in Panorama Survey	The 2018-2019 California Healthy Kids Survey (CHKS) reported: 13 parents participated in CHKS (less then 12% of our 5th grade parents)	Double parent participation in completing Panorama Survey to at least over 50 parents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	80% state school seeks the input of parents 80% state that the academic success for all students 80% agree that teachers communicate with parents about learning expectations 80% strongly agree that the school promotes academic success for all students 40% strongly agree that school staff treat all students with respect, while the other 60% agree that staff treat all students with respect.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Student data will be monitored through conferences and data chats between teachers, parents, students and administrator. Goals will be set to support students' social-emotional needs.

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

Amount(s)	Source(s)
	See Goal 1 Activity 9

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Attendance will be a topic for at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 meetings and Special Education committee.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Academic Programs will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee. School Safety Plan will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. ORC to work with families to provide Triple P training for parents of at risk students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Black Board Connect in both Spanish and English. Consistent usage of Peachjar app and update school website.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Blackboard connect, Peachjar, website

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.

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

Amount(s)   Source(s)

	No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

8. Provide translation during parent/teacher conferences, SSTs, 504s and IEPs. In addition, during Back to school night, PTA and student awards ceremonies.

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

Amount(s)	Source(s)
	See Goal 1 Activity 9

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

9. Provide babysitting (when we are able to return to safe in-person meetings) in order to allow parents to participate in committee meetings and trainings.

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

Amount(s)	Source(s)
	See Goal 2 Activity 8
200.00	LCFF 2000-2999: Classified Personnel Salaries Custodial OT- for set-up and clean up
66.00	LCFF 3000-3999: Employee Benefits Custodial Benefits

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

10. ORC and Counselor will provide parent trainings and/or meet with working parents after hours to review school systems and connect families to resources.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Collaborate with outside agencies in order to provide wrap around services to students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Ensure effective communication between school staff and parents via Canvas, email, home visits or telephone.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

13. Monthly ELAC meetings, provide access to CABE for Parents and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference fees.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. ORC will organize workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Collaborate with community partners in order to provide parent education classes and information on community services for Special Education, English Leaners, healthy food choices, academic and socio-emotional resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Collaborate with community partners to provide "Clinicas Dental Check-up" to all students in need of dental care (when we are able to return to safe in-person instruction and meetings).

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education and English Learners

Strategy/Activity

18. IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year. Include translated materials and verbal translation for English Learners. Extra clerical time to support parents' communication with staff and parents.

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

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries District Translators and Interpreters salaries
	District Funded 3000-3999: Employee Benefits District Translators and Interpreters benefits
	See Goal 2 Activity 22

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

19. Provide parent education classes on the following topics: Padres Promotores & Mother/Daughter Project.

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

| Amount(s) | Source(s) |
| | No additional cost |

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Each of these parent committees (SSC, ELAC, PTA) will meet a minimum of six times throughout the school year.

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

Amount(s)   Source(s)

	No additional cost

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All parents and specifically Special Education

Strategy/Activity

21. Special Education and Coffee with the Principal committees will meet at least three times this school year.

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

Amount(s)	Source(s)
	See Goal 1 Activity 12

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.

Overall, we increased parent participation at ELAC and PTA. In addition, parents of English Learners who are also Special Education have become more involved at monthly meetings. However, not many parents participated in the California Healthy Kids Survey. This is an area for improvement. Some of our parents followed Oxnard District's volunteer policy, thus participated in classroom activities and in field trips.

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

The budget allocated for parent involvement was sufficient.

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.

Sierra Linda we will send home a monthly calendar of events. We will also be more consistent about updating our website. We will be posting flyers on Peach Jar and using Class Dojo for extra points of communication with parents.

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	$74,338.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$190,759.00

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	Amount ($)
Title I	$52,498.00
Title III	$21,840.00

Subtotal of additional federal funds included for this school: $74,338.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
LCFF	$87,237.00
LCFF - Intervention	$29,184.00

Subtotal of state or local funds included for this school: $116,421.00

Total of federal, state, and/or local funds for this school: $190,759.00

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
Title I	52,498.00	0.00
Title III	21,840.00	0.00
LCFF	87,237.00	0.00
LCFF - Intervention	29,184.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	87,237.00
LCFF - Intervention	29,184.00
Title I	52,498.00
Title III	21,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	2,800.00
2000-2999: Classified Personnel Salaries	LCFF	10,200.00
3000-3999: Employee Benefits	LCFF	3,976.00
4000-4999: Books And Supplies	LCFF	64,261.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
5700-5799: Transfers Of Direct Costs	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	24,000.00
3000-3999: Employee Benefits	LCFF - Intervention	5,184.00

1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	2,491.00
4000-4999: Books And Supplies	Title I	26,007.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5700-5799: Transfers Of Direct Costs	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
5900: Communications	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	5,500.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
3000-3999: Employee Benefits	Title III	1,849.00
4000-4999: Books And Supplies	Title III	10,491.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00
5700-5799: Transfers Of Direct Costs	Title III	1,000.00
5900: Communications	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,447.00
Goal 2	22,546.00
Goal 3	1,766.00

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
Jorge Mares	Principal
Sheri Anderson (Secretary)	Classroom Teacher
Joy Hammel	Classroom Teacher
Teacher Vacancy	Classroom Teacher
Lisette Robles	Other School Staff
Rosana Valdez (Chairperson)	Parent or Community Member
Susana Vasquez	Parent or Community Member
Abel Vasquez	Parent or Community Member
Pearle Diaz	Parent or Community Member
Marcella Castillo	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
Rosana Valdez	School Site Council
Diana N. Castilla	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 10/21/2021.

Attested:

Signature	
signature	Principal, Jorge Mares on 10/21/2021
Rosana Valdez	SSC Chairperson, Rosana Valdez on 10/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

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
Rosan Valdez	School Site Council
Diana N. Castilla	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 10/21/2021.

Attested:

Signature	
(signature)	Principal, Jorge Mares on 10/21/2021
Rosan Valdez	SSC Chairperson, Rosana Valdez on 10/21/2021