

School Year: **2020-21**



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 15, 2020	November 04, 2020

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.

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 staff has been transitioning and 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 apps such as STAR360 in ELA and Math, Lexia/Core5, myOn, ST Math, and Accelerated Reader.

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. 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 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. The EL students' progress are 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 students.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. Students receive differentiated instruction in reading in all grade levels during the week. Through district funding, the district has hired Intervention Service Provider teachers (ISP) in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on STAR Reading 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 360 data to focus on Reading and Math skills during regular classroom instruction.

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, 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. A full time counselor is part of our staff. The counselor works with 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 and "Coffee with the Principal," 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.

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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.

Informal and formal classroom observations were conducted by peers and administration. Students were observed using academic language to explain how or why they got their answers. Increase of engagement strategies was beneficial for all students. Thus, discussions were focused on effectiveness and consistency of common best practices. These strategies were used both in ELA and Math lessons.

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 following assessment tools will be used:
STAR 360--Early Literacy, Reading and Math assessments
ELPAC
ELD Unit Assessments
IABs
BPSTs (basic literacy assessment)
Math and ELA curriculum assessments
Teacher created assessments
Previous year's CAASPP results

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), ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and data. Data from STAR360, 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math.

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. In addition, staff agreed to collaboration at least twice more a month as needed to address student needs. Instructional leadership committee (grade level leads) discuss and agree upon topics for collaboration.

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)

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, 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 4-8 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. 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)

Parents are encouraged to participate and support Sierra Linda students by becoming involved through a variety of educational and advisory opportunities throughout the year. These include but are not limited to:

- *Class and virtual/ in-person (if available) field trip volunteers
- *PTA events, such as Jog-a-Thon (when we safely return to school), meetings, and virtual fundraisers
- *School Site Council
- *ELAC monthly meetings
- *Parent Nutrition Classes
- *Triple P parenting classes (Virtually in the Spring 2021)
- *Coffee with the Principal/Title 1 meetings
- *Awards Assemblies
- *Read-a-Across America (as readers)
- *Parent Training provided by English Learner Department

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 2020-21 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student 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 2020-21 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 curriculum, instruction, 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, 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)

Title 1 and Title 3 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 Title 1 or Title 3 funds to enable underperforming students to meet the standards. The implementation of some of the strategies below will be done virtually until it is safe to return to in-person instruction.:

- *Tutoring
- *Staff Collaboration (Virtually)
- *Professional Development and conferences (Virtually)
- *Parent Conferences (CABE- Virtually)
- *Enrichment Field Trips
- *Substitutes for Grade Level Collaborations and 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 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 SPSA during September and October. ELAC members review and give recommendations during the October meetings. All parent committees (SSC, ELAC, PTA, ELAC) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. 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.

The inequities identified as a result of the required needs assessments were:

- Need for two ISPs in order to support EL students and target academic interventions, late hiring of the ISPs.
- Vacant Kindergarten Paraprofessional position
- Substitute Shortage impacted Professional Collaboration, daily instruction and intervention.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	%	0%	1		0
African American	1.43%	0.6%	0.66%	10		4
Asian	%	%	0%			0
Filipino	0.72%	0.1%	0.66%	5		4
Hispanic/Latino	91.82%	94%	92.56%	640		560
Pacific Islander	%	%	0.17%			1
White	5.45%	4.7%	4.96%	38		30
Multiple/No Response	%	%	0.99%			0
Total Enrollment				697		605

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	136		116
Grade 1	121		93
Grade 2	114		88
Grade3	116		106
Grade 4	114		98
Grade 5	96		104
Total Enrollment	697		605

Conclusions based on this data:

Student enrollment decreased due to program choice offered at school sites, transitioning from TBE and SEI instructional programs to an SEI only program. Sierra Linda served as an over-enrollment school for all students, thus some grade levels are higher in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site. 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			323			53.4%
Fluent English Proficient (FEP)			42			6.9%
Reclassified Fluent English Proficient (RFEP)			43			11.1%

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

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	117	106	117	117	106	117	117	106	100	100	100
Grade 4	98	113	104	98	110	104	98	110	104	100	97.3	100
Grade 5	119	95	106	119	94	105	119	94	105	100	98.9	99.1
All Grades	334	325	316	334	321	315	334	321	315	100	98.8	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2358.	2376.	6.84	2.56	9.43	6.84	10.26	16.04	29.06	32.48	26.42	57.26	54.70	48.11
Grade 4	2398.	2407.	2422.	2.04	8.18	12.50	14.29	15.45	21.15	22.45	23.64	19.23	61.22	52.73	47.12
Grade 5	2435.	2428.	2452.	5.88	3.19	8.57	23.53	20.21	18.10	17.65	19.15	26.67	52.94	57.45	46.67
All Grades	N/A	N/A	N/A	5.09	4.67	10.16	14.97	14.95	18.41	23.05	25.55	24.13	56.89	54.83	47.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.26	5.98	13.21	31.62	39.32	43.40	58.12	54.70	43.40
Grade 4	2.04	11.82	11.54	48.98	41.82	48.08	48.98	46.36	40.38
Grade 5	10.08	4.26	14.29	36.13	50.00	43.81	53.78	45.74	41.90
All Grades	7.78	7.48	13.02	38.32	43.30	45.08	53.89	49.22	41.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.98	1.71	1.89	31.62	35.90	46.23	62.39	62.39	51.89
Grade 4	7.14	9.09	6.73	41.84	37.27	48.08	51.02	53.64	45.19
Grade 5	10.92	7.45	8.57	37.82	37.23	45.71	51.26	55.32	45.71
All Grades	8.08	5.92	5.71	36.83	36.76	46.67	55.09	57.32	47.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.13	6.84	7.55	60.68	58.97	63.21	34.19	34.19	29.25
Grade 4	3.06	5.45	7.69	46.94	70.91	68.27	50.00	23.64	24.04
Grade 5	7.56	3.19	7.62	58.82	51.06	54.29	33.61	45.74	38.10
All Grades	5.39	5.30	7.62	55.99	60.75	61.90	38.62	33.96	30.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.84	4.27	11.32	39.32	50.43	48.11	53.85	45.30	40.57
Grade 4	6.12	7.27	10.58	53.06	50.00	49.04	40.82	42.73	40.38
Grade 5	13.45	8.51	14.29	34.45	43.62	44.76	52.10	47.87	40.95
All Grades	8.98	6.54	12.06	41.62	48.29	47.30	49.40	45.17	40.63

Conclusions based on this data:

We compared several years of data. We have identified specific areas of strength/weakness per grade level. The percentage of students in the "at/above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 17.8% in Language Arts. Our current 5th grade decreased DFM by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry, all grades for the 2018-19 academic year the percentage increased in the "above" standard area. Although we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA. The domain of Writing has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, the staff is committed to collaborate on best instructional practices to increase student engagement and address academic needs. We will dedicate PLC/Collaboration meeting time to discuss best instructional practices, primarily in Writing, Language Arts and Math. Grade level teams will dedicate up to an additional two hours a month to continue reviewing student progress and daily instruction. There will be some common topics and some grade level specific topics discussed during collaboration time. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions can also be supported by small group instruction provided by Intervention Support Providers (ISP).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	117	106	117	117	106	117	117	106	100	100	100
Grade 4	98	113	104	98	110	103	98	110	103	100	97.3	99
Grade 5	119	95	106	119	94	105	119	94	105	100	98.9	99.1
All Grades	334	325	316	334	321	314	334	321	314	100	98.8	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.	2369.	2378.	4.27	4.27	3.77	15.38	11.11	19.81	23.93	28.21	25.47	56.41	56.41	50.94
Grade 4	2384.	2396.	2413.	0.00	0.91	2.91	4.08	6.36	14.56	29.59	34.55	33.98	66.33	58.18	48.54
Grade 5	2415.	2400.	2420.	1.68	0.00	1.90	6.72	4.26	5.71	22.69	11.70	22.86	68.91	84.04	69.52
All Grades	N/A	N/A	N/A	2.10	1.87	2.87	8.98	7.48	13.38	25.15	25.55	27.39	63.77	65.11	56.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	11.97	11.11	10.38	23.93	22.22	35.85	64.10	66.67	53.77	
Grade 4	2.04	1.82	7.77	12.24	17.27	27.18	85.71	80.91	65.05	
Grade 5	3.36	2.13	2.86	14.29	8.51	16.19	82.35	89.36	80.95	
All Grades	5.99	5.30	7.01	17.07	16.51	26.43	76.95	78.19	66.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	4.27	6.60	42.74	39.32	43.40	49.57	56.41	50.00
Grade 4	1.02	2.73	1.94	31.63	33.64	38.83	67.35	63.64	59.22
Grade 5	2.52	1.06	2.86	34.45	23.40	28.57	63.03	75.53	68.57
All Grades	3.89	2.80	3.82	36.53	32.71	36.94	59.58	64.49	59.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.84	5.98	9.43	44.44	41.88	44.34	48.72	52.14	46.23
Grade 4	1.02	3.64	6.80	29.59	37.27	44.66	69.39	59.09	48.54
Grade 5	3.36	2.13	1.90	30.25	23.40	41.90	66.39	74.47	56.19
All Grades	3.89	4.05	6.05	35.03	34.89	43.63	61.08	61.06	50.32

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level. The percentage of students in grades 3 and 4 in the "Above Standard" score almost doubled between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 10.4% in Math. Our current 5th grade decreased DFM by 18.2% in Math. In all three of the domains of Concepts and Procedures, Problem Solving and Reasoning, all grades decreased the percentage of students below standard. Although we are extremely proud of the gains made by our students, it is also evident that 65% of our students demonstrated no movement in Math. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing across content areas. Therefore, we are committed to using math journals and Math talks within our daily instructional practices. We will focus on best instructional practices during PLC/Collaboration time. Grade level teams have the opportunity to work together up to an additional two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. In addition, staff has begun working with the district Math Manager and using resources from Jo Boaler to discuss best instructional practices in Math. In the area of mathematics, growth mindset concepts will be implemented into the daily routine. The teachers that went to the summer math training on growth mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day,

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1414.3		1428.2		1381.7		75
Grade 1		1454.7		1463.2		1445.7		68
Grade 2		1508.3		1504.8		1511.4		77
Grade 3		1471.3		1460.7		1481.5		38
Grade 4		1511.8		1497.4		1525.6		55
Grade 5		1446.7		1444.1		1448.9		31
All Grades								344

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.67		40.00		38.67		14.67		75
1		14.71		30.88		42.65		11.76		68
2		29.87		44.16		22.08		3.90		77
3		7.89		36.84		34.21		21.05		38
4		16.36		45.45		32.73		5.45		55
5		12.90		48.39		16.13		22.58		31
All Grades		15.70		40.41		32.27		11.63		344

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		13.33		38.67		30.67		17.33		75
1		22.06		32.35		35.29		10.29		68
2		42.86		35.06		18.18		3.90		77
3		18.42		34.21		15.79		31.58		38
4		25.45		50.91		12.73		10.91		55
5		32.26		41.94		3.23		22.58		31
All Grades		25.87		38.37		21.80		13.95		344

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		2.67		25.33		50.67		21.33		75
1		7.35		29.41		42.65		20.59		68
2		20.78		49.35		18.18		11.69		77
3		2.63		26.32		47.37		23.68		38
4		9.09		43.64		36.36		10.91		55
5		6.45		12.90		54.84		25.81		31
All Grades		9.01		33.43		39.53		18.02		344

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		12.00		72.00		16.00		75	
1		44.12		51.47		4.41		68	
2		49.35		46.75		3.90		77	
3		7.89		52.63		39.47		38	
4		21.82		65.45		12.73		55	
5		9.68		67.74		22.58		31	
All		27.62		58.72		13.66		344	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		21.33		60.00		18.67		75	
1		14.71		70.59		14.71		68	
2		35.06		58.44		6.49		77	
3		34.21		42.11		23.68		38	
4		41.82		49.09		9.09		55	
5		67.74		6.45		25.81		31	
All Grades		31.98		53.20		14.83		344	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		1.33		78.67		20.00		75
1		19.12		55.88		25.00		68
2		16.88		70.13		12.99		77
3		0.00		71.05		28.95		38
4		5.45		76.36		18.18		55
5		19.35		54.84		25.81		31
All Grades		10.47		68.90		20.64		344

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.00		44.00		32.00		75
1		5.88		76.47		17.65		68
2		22.08		68.83		9.09		77
3		10.53		78.95		10.53		38
4		20.00		70.91		9.09		55
5		6.45		64.52		29.03		31
All Grades		16.28		65.99		17.73		344

Conclusions based on this data:

The above data is two years old. Due to the COVID-19 school closure, the ELPAC was not assessed during the 2019-2020 school year. However, in reviewing the above baseline data, Writing is our area of greatest need. Our teachers have committed to writing across all content areas.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
661	79.7	58.4	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	386	58.4
Foster Youth	6	0.9
Homeless	15	2.3
Socioeconomically Disadvantaged	527	79.7
Students with Disabilities	83	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
Filipino	2	0.3
Hispanic	621	93.9
Two or More Races	4	0.6
Pacific Islander	1	0.2
White	29	4.4





Conclusions based on this data:

Sierra Linda's student population is 91% Latinos, with 58.4% of the Latinos being English Learners. We will continue providing designated and integrated ELD to ensure language acquisition and increase ELPAC test results. The majority of our students at Sierra Linda are socioeconomically disadvantaged. Over 79% of our student population qualify for free or reduced meals. School-wide, we participate in 100% free meals for all students. We have a large number of students that qualify for Special Education services due to our four Special Day Classes and our two Resource classes. Our Outreach Specialist ensures that our homeless and socially disadvantaged youths are offered weekend food backpacks. Families are connected to community agencies for housing, food, tutoring and clothing. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Sierra Linda continue to focus on the needs of these students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1248 506 1326 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

Sierra Linda's students improved in CAASPP Language Arts and Math results. Third through fifth grade students improved 3%-12% in Language Arts. They improved 4%-11% in Math. We are very proud of the results. However, we remain with an average of 27%, third through fifth graders in the top two levels. In math, our average of "at or exceeds standards" is 15%. Thus, Math is our area of most need and the area wherein we will focus our grade level collaboration. We will continue to focus on improving student achievement in ELA and Math. Through the CHAMPS initiative we have been able to improve our student attendance and also support our students with their social-emotional needs. We will continue to provide tutoring through the use of Title II funds.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.3 points below standard Increased Significantly ++20.4 points 302	<p>English Learners</p>  Yellow 57.1 points below standard Increased Significantly ++20.1 points 196	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 52.6 points below standard Increased Significantly ++10.5 points 256	<p>Students with Disabilities</p>  Orange 123.5 points below standard Increased Significantly ++21.7 points 56

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.9 points below standard Increased Significantly ++20 points 286	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 20.3 points below standard Increased Significantly ++21.8 points 12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard Increased Significantly ++18.4 points 118	3.3 points below standard Increased ++5.1 points 78	39.8 points below standard Increased Significantly ++21 points 104

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level. The percentage of students in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 17.8% in Language Arts. Our current 5th grade decreased DFM by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry, all grades for the 2018-19 academic year the percentage increased in the "above" standard area. Although, we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA. In the domain of Writing for the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any overall growth and Writing, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by small group instruction provided by Intervention Support Providers (ISP). In addition, classroom teachers are purposeful when providing small group intervention and initial lessons. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue

to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.

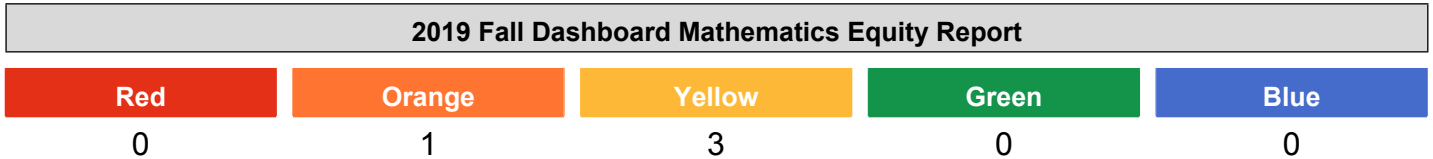
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 78.3 points below standard Increased ++13.5 points 302	<p>English Learners</p>  Yellow 77.9 points below standard Increased ++13.6 points 197	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 79 points below standard Increased ++12.9 points 257	<p>Students with Disabilities</p>  Orange 137.5 points below standard Increased Significantly ++25.2 points 57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 80.1 points below standard Increased ++11.9 points 287	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 57.1 points below standard Increased ++13.7 points 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103 points below standard Maintained ++2.1 points 119	39.6 points below standard Increased Significantly ++24.2 points 78	81.1 points below standard Increased ++13.3 points 103

Conclusions based on this data:

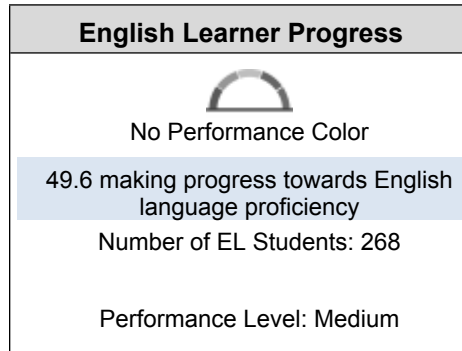
As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of students in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 10.4% in Math. Our current 5th graders decreased distance from met by 18.2% in Math. In all three of the Math domains, every grade level doubled the percent of students that were at or above standard for the 2018-19 academic year, demonstrating positive growth. Although we are extremely proud of the gains made by our students, it is also evident that 36% of our students demonstrated no movement in Math. In the domain of "Communication and Reasoning" for the 2018-19 academic school year, Sierra Linda's students made the least growth. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and improve "Communication and Reasoning". Grade level teams will also collaborate to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by instruction from classroom teachers that is purposeful.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8	29.4	5.5	44.0

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Sierra Linda Elementary classroom teachers will continue to strengthen both integrated and designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. 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. English Learners will be 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. Our focus during designated ELD will be on student language learning and writing across content areas. Along with targeted instruction and interventions throughout the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds.

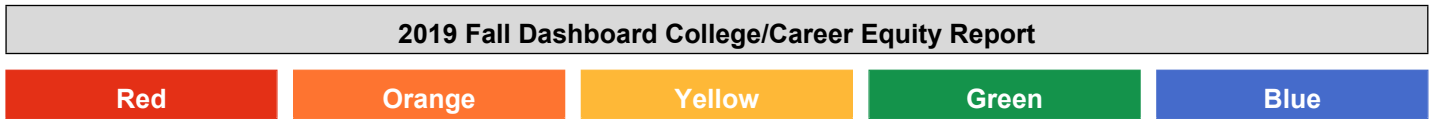
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

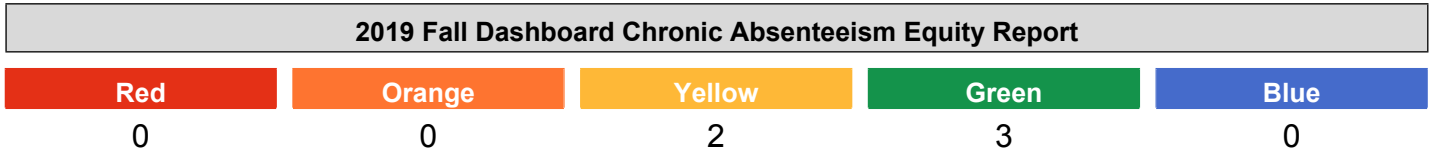
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>8.6</p> <p>Maintained -0.1</p> <p>688</p>	<p>English Learners</p>  <p>Yellow</p> <p>5.5</p> <p>Maintained +0.3</p> <p>402</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0</p> <p>12</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>13.3</p> <p>Declined -20</p> <p>30</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.2</p> <p>Declined -0.5</p> <p>562</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8</p> <p>Declined -10</p> <p>113</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.5 Maintained +0.1 645	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 6.5 Declined -8.9 31

Conclusions based on this data:

Students at Sierra Linda with perfect attendance receive incentives for attending school regularly. This has decreased or maintained chronic absenteeism across all sub groups. Students who are continually absent are placed on a mini-SARB contact and join our breakfast club. Staff, in particular the Outreach Specialist and the attendance clerk, conduct home visits. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance. Our goal is to support the family, thus improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

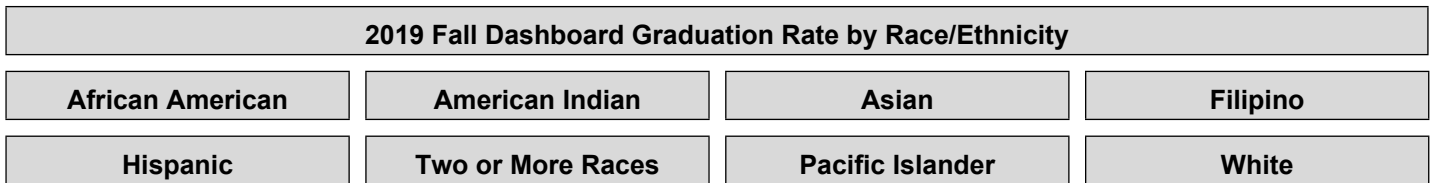
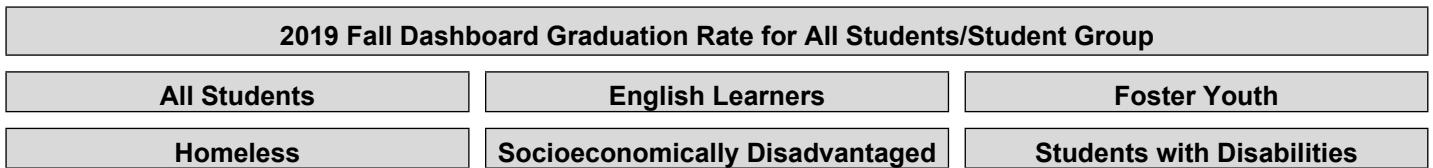
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

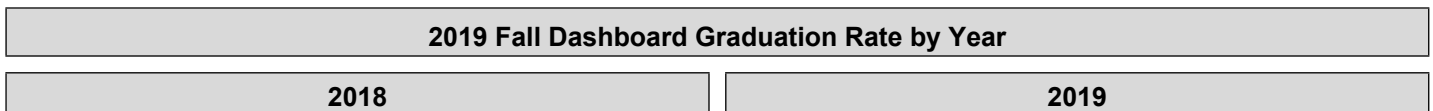
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

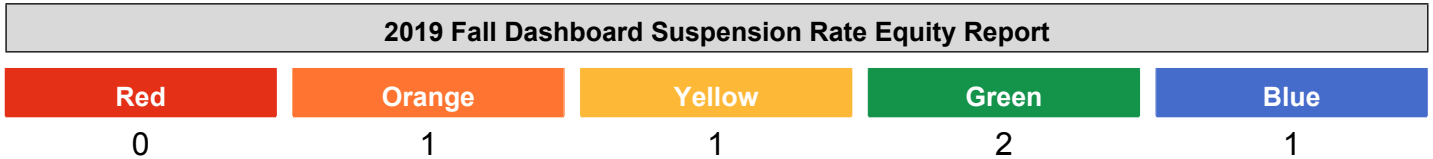
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1 Increased +0.3 705	<p>English Learners</p>  Green 0.7 Maintained +0.1 409	<p>Foster Youth</p>  No Performance Color 0 12
<p>Homeless</p>  No Performance Color 0 Declined -4.2 32	<p>Socioeconomically Disadvantaged</p>  Orange 1.2 Increased +0.5 576	<p>Students with Disabilities</p>  Green 0.9 Declined -1.1 113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4			 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9 Increased +0.3 659	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 34

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1

Conclusions based on this data:

Student suspension rates increased or maintained across some sub-groups and declined for our homeless and students with disabilities due to continual implementation of CHAMPS, which is a Positive Behavior Intervention System (PBIS). CHAMPS consists of a multi-tiered system of interventions (MTSS) for students that are demonstrating disruptive behaviors. Students are suspended when all other means of correction have been tried or behavior falls into the five state mandated reasons. Our school staff works diligently to provide a safe school environment wherein students can decompress and reflect on their behavior. Parents and staff work together to address students' social-emotional needs, so that students learn appropriate methods of dealing with sadness, anger or frustration. Our school counselor is available to instruct and support students by teaching character traits and coping skills to either individuals, small groups or whole classes. The schoolwide CHAMPS team is represented by one member of each grade level, a campus assistant and our school counselor. The CHAMPS team will meet monthly to address full implementation of procedures and protocols that support students in making positive choices. Sierra Linda staff is committed to teaching students alternatives to becoming aggressive towards self or others. Thus, before we suspend a student, they have been given several opportunities to learn how to cope with emotions, stressors or frustrations. There are several other pieces to CHAMPS that staff is planning to implement, for example, various ways for students to become involved and develop their peer leadership skills. We recognize that when students have a positive connection to their peers and staff their behavior improves, thus promoting a safer and positive school environment for all.

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 academic standards 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	<p>An average of 28.6% of our third through fifth graders Met or Exceeded standards on the ELA CAASPP.</p> <p>The 2018-19 baseline scores are:</p> <p>25% of 3rd graders Met or Exceeded</p> <p>34% of 4th graders Met or Exceeded</p> <p>27% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> 49.2 points for 4th graders 46.8 points for 5th graders 	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met or Exceeded on the SBAC in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	<p>An average of 16.6% of our third through fifth grade students Met or Exceeded standards on the Math CAASPP.</p> <p>The 2018-19 baseline scores are:</p> <p>24% of 3rd graders Met or Exceeded</p> <p>18% of 4th graders Met or Exceeded</p> <p>8% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> • 69.8 points for 4th graders • 107.5 points for 5th graders 	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.</p>
STAR 360 Reading (Fall 2020)	<p>Percentage of students that were at or above Benchmark using the State Benchmark:</p> <p>2nd--36%</p> <p>3rd--18%</p> <p>4th--35%</p> <p>5th--28%</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p> <p>Increase student growth percentage (SGP) to 50 points or more in each grade level.</p>
STAR 360 Early Literacy (Fall 2020)	<p>Percentage of students that were at or above Benchmark:</p> <p>K--59%</p> <p>1st-- 44%</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p>
STAR 360 Math (Fall 2020)	<p>Percentage of students that were at or above Benchmark using the State Benchmark:</p> <p>1st--56%</p> <p>2nd--31%</p> <p>3rd--15%</p> <p>4th-- 30%</p> <p>5th--6%</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners Reclassification Rate (3rd-5th grade)	42% of our English Learners in 3rd-5th grade were reclassified.	Increase reclassification rate by 10% or more in grades 3rd-5th.
CAASSP Writing Data	<p>9.2% of our current fourth and fifth graders were at Met or Exceeded on claim #2, Writing, of the CAASSP assessment.</p> <p>4th--2.1% of our current fourth graders are proficient on CAASSP</p> <p>5th--7.1% of our current fifth graders are proficient on CAASSP</p>	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Writing.

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 instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating, discussing and analyzing data and lesson delivery. 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)
2000.00	Discretionary 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits
438.20	Discretionary 3000-3999: Employee Benefits

	certificated benefits
	District Funded
	Leadership Team collaboration time
	District Funded
	PLC/Collaboration Embedded in School day

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 360. 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.

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	Title I 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
2191.00	Title I 3000-3999: Employee Benefits certificated benefits
8000.00	Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1752.80	Title III 3000-3999: Employee Benefits certificated benefits
3000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
657.00	LCFF - Targeted 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)
	District Funded 1000-1999: Certificated Personnel Salaries PLC/Collaboration Embedded in School day
	District Funded 3000-3999: Employee Benefits PLC/Collaboration Embedded in School day

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 360 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 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)

District Funded

Part of collaboration time already noted in strategy #1

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 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)

District Funded

2000-2999: Classified Personnel Salaries
Professional Development

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.

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

219.10

Title III
3000-3999: Employee Benefits
Verbal Translation

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)

Title I

Strategy #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
2000.00	Title I 4000-4999: Books And Supplies purchase reading books for AR program
500.00	Title III 4000-4999: Books And Supplies purchase reading books for AR program
1000.00	LCFF - Targeted 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 and copies).

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)
31762.80	Discretionary 4000-4999: Books And Supplies Materials and Supplies
35006.00	Title I 4000-4999: Books And Supplies Materials and Supplies
4162.10	Title III 4000-4999: Books And Supplies Materials and Supplies
30073.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies

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)
875.00	Discretionary 6000-6999: Capital Outlay 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)

[Empty box for Amount(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 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)

[Empty box for Amount(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)
	Discretionary 4000-4999: Books And Supplies Already encumbered in strategy 12
	Title I 4000-4999: Books And Supplies Already encumbered in strategy 12
	Title III 4000-4999: Books And Supplies Already encumbered in strategy 12
	LCFF - Targeted 4000-4999: Books And Supplies Already encumbered in strategy 12
500.00	Discretionary 5000-5999: Services And Other Operating Expenditures Online subscriptions

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)
2000.00	Discretionary 4000-4999: Books And Supplies Warehouse Charges
4000.00	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Warehouse Charges
3000.00	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Publication (Graphics) 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)

800.00

Source(s)

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Admissions

1500.00

LCFF - Targeted
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, SPSA, budget, data and 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)

Discretionary
1000-1999: Certificated Personnel Salaries
Strategy #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)

2000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies: Focus on Strands

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 our Strand Focus in Art. Artist in the classroom offers a virtual curriculum for use during distance learning.

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)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
See Action #18

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.

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.

English Learners

Strategy/Activity

26. 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)

Title I

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.

All students

Strategy/Activity

27. 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 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.

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

Strategy/Activity

28. ST Math will be used on a daily basis for 20 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 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.

All students

Strategy/Activity

29. Student incentives for improvement in classroom and district ELA, Math, and ELPAC 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)

Discretionary
4000-4999: Books And Supplies
Materials and supplies for classroom instruction and motivation: action #12

Title III
4000-4999: Books And Supplies
Materials and supplies for classroom instruction and motivation: action #12

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.

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

Strategy/Activity

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
District funded --After School Program (ASP)

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. 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 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.

Strategy/Activity

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.

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

33. 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)
	Discretionary 1000-1999: Certificated Personnel Salaries substitutes No additional Cost: Action 3
	Discretionary 3000-3999: Employee Benefits substitutes No additional Cost: Action 3
	Title I 1000-1999: Certificated Personnel Salaries substitutes No additional Cost: Action 3
	Title I 3000-3999: Employee Benefits substitutes No additional Cost: Action 3

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

34. 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)
1000.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies
1000.00	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures programs and Apps

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.

All students

Strategy/Activity

35. 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
Librarian collaboration with staff to ensure we have books that can be used during Accelerated Reader, etc

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

Strategy/Activity

36. 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)

LCFF - Targeted
No additional cost- Action #12 Incentives

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.

English Learners

Strategy/Activity

37. 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)

[Empty box for Amount(s)]

Source(s)

Title III
4000-4999: Books And Supplies
No additional cost- Action #12 Incentives

Strategy/Activity 38

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

38. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition. Ensure a successful transition from elementary school to middle school by helping coordinate with district middle schools visits. Case managers to 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)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 39

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

39. Classroom Teachers and Intervention Support Provides (ISPs) will continue implementing the RtI/MTSS model through the CoST 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)
24,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP #1
5258.00	LCFF - Intervention 3000-3999: Employee Benefits
	District Funded 1000-1999: Certificated Personnel Salaries District Funded ISP
	District Funded 3000-3999: Employee Benefits District Funded ISP

Strategy/Activity 40

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 third through fifth grade

Strategy/Activity

40. 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)
	Title I goal #1; strategy #3

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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 360 reports from Fall 2019 to Winter 2020. On the CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 12% in ELA and 9% in Math. Fourth grade increased by 11% in ELA and increased by 11% in Math. Fifth grade increased 3% in ELA and 4% in Math. Most grade levels met their goal and others made progress towards goal in both STAR 360 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.

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 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	<p>Attendance rate is an area of growth. Sierra Linda had a Chronic Absence Rate of 13.27% for the 2019-2020 school year.</p> <p>Attendance was monitored for 72 specific students by Attendance Clerk, ORC, Teachers, School Counselor and Principal.</p> <p>5 students were referred to School Attendance Review Board (SARB) in 18-19.</p>	Maintain a monthly average attendance rate of 91% or higher in each grade level, an increase of 3.5% overall.
Suspension/Expulsion Data	<p>>1% of our student population was suspended for 2019-2020 school year.</p> <p>No students were expelled.</p>	<p>Reduce suspension rate by 50% by providing students appropriate support to be successful at school.</p> <p>Maintain a 0% expulsion rate</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	<p>California Healthy Kids Survey for the 2018-2019 school year date informs us:</p> <p>65% of 5th grade students who took the CA Healthy Kids Survey felt connected to school/staff. (5% below district average)</p> <p>84% of 5th grade students who took the CA Healthy Kids Survey felt that school/staff had high expectations for them. (1% above district average)</p> <p>43% of 5th grade students who took the CA Healthy Kids Survey felt that they had meaningful participation at school. (1% above district average)</p> <p>74% of 5th grade students who took the CA Healthy Kids Survey felt safe at school. (1% above district average)</p> <p>57% of 5th grade students who took the CA Healthy Kids Survey reported having been hit or pushed. (13% above district average)</p> <p>82% of 5th grade students who took the CA Healthy Kids Survey felt respected by adults and peers at school. (1% below district average)</p>	<p>Increase the number of students who felt connected, engaged in meaningful participation, felt safe and had high expectations by 10%.</p> <p>Decrease the number of students that have been hit or pushed by 10%.</p>
Office Referrals	<p>During the 2018-2019, there were over 400 office referrals generated by 125 students. The following are the top two reasons:</p> <p>43% of those referrals were in regard to students being</p>	<p>Through a consistent implementation of CHAMPS, we will reduce physical aggressions by 50% and teach students to comply with adults' directions when feeling upset.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>physically aggressive towards others students and staff</p> <p>45% of the referrals were in regard to students not complying with directions or being defiant.</p>	

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)
	District Funded
	Professional development
1000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help
219.00	Title I 3000-3999: Employee Benefits Counselor Benefits
1000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Counselor Extra Hours
219.00	LCFF - Targeted 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)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
School Counselor

[Empty box for Amount(s)]

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)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
School Counselor (see action 2)

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)

LCFF - Targeted
4000-4999: Books And Supplies
Material and Supplies See Goal 1 Action 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 virtual character cards to students and refer students to ORC and Counselor for incentives. Incentives will be mailed to students (electronic certificates, certificates to local restaurants, post cards).

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)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives See Action 4- Material and Supplies

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)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist, Attendance Clerk using attendance program

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)
1000.00	Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours
324.00	Title I 3000-3999: Employee Benefits ORC Benefits for Extra Hours
1000.00	Title III 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops
324.00	Title III 3000-3999: Employee Benefits ORC Benefits for Extra Hours for Parent Workshops
1000.00	LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours
324.00	LCFF - Targeted 3000-3999: Employee Benefits

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. 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)

4000.00

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified extra pay

1295.00

LCFF - Targeted
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)

Discretionary
4000-4999: Books And Supplies
Materials and Supplies See Goal 1 Action 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
 - Monthly fire drill
 - Lockdown drills 1 & 2
 - Earthquake drill
 - Annual evacuation drill
 - Professional development for first aid and 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)
500.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries extra hours
110.00	LCFF - Targeted 3000-3999: Employee Benefits extra hours

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)
	District Funded 2000-2999: Classified Personnel Salaries Counselor (see goal 2, action 2)

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)

Discretionary
6000-6999: Capital Outlay
See Goal 1 Action 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

Strategy/Activity

14. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small 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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Counselor (see goal 2, action 1)

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

Strategy/Activity

15. Staff will use procedure and protocol 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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist and School Counselor

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. 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)
	Title I 1000-1999: Certificated Personnel Salaries See Goal 1 Action 3
	Title I 3000-3999: Employee Benefits See Goal 1 Action 3

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. 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 After School Program

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. The Safety Committee will monitor the Safety Plan and make revisions 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)

[Empty box for Amount(s)]

Source(s)

Title I
4000-4999: Books And Supplies
Goal #1; Action #12

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 in Grades 4th-5th

Strategy/Activity

19. 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)

[Empty box for Amount(s)]

Source(s)

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

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.

5th Grade students

Strategy/Activity

20. All fifth graders to complete California Healthy Kids 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)

[Empty box for Amount(s)]

Source(s)

No additional cost

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. 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)

Discretionary
4000-4999: Books And Supplies
See Goal 1 Action 12- Materials and supplies

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. Clerical Overtime to support families and students with 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)

1000.00

Title I
2000-2999: Classified Personnel Salaries
Overtime for clerical staff

324.00

Title I
3000-3999: Employee Benefits
Benefits related to clerical overtime

1000.00

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Overtime for clerical staff

324.00

LCFF - Targeted
3000-3999: Employee Benefits
Benefits related to clerical overtime

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Sierra Linda works hard at providing a safe school environment. Based on previous year discipline referrals and CHKS data, students will need more activities during recess (once we return to safe in-person school setting) to help them make positive choices and enforce our PBIS plan. In addition, we need to think about increasing our incentives for student attendance, especially during distance learning to increase student connectivity. CHAMPS team meet 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 create incentives that praise 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 focused on student behavior and not on parent awareness. The school closure due to COVID-19 also impacted the implementation the last trimester of 2019-2020.

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 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 50 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	60% of parents attended parent teacher conferences	Increase attendance to over 75% per class
Parent Participation in CA Healthy Kids Survey	The 2018-2019 California Healthy Kids Survey (CHKS) reported: 13 parents participated in CHKS (less than 12% of our 5th grade parents)	Double parent participation in completing CHKS 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.	
Special Education Parent Committee attendance	An average of 10 parents attended our three	At least 15 parents per meeting

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)

LCFF - Targeted
 goal #1; strategy #3

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)
500.00	Title I 2000-2999: Classified Personnel Salaries Babysitting Cost
162.00	Title I 3000-3999: Employee Benefits Benefits
1500.00	Title III 2000-2999: Classified Personnel Salaries Babysitting Cost
486.00	Title III 3000-3999: Employee Benefits Benefits

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.

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. Provide virtual 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. 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 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. 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)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Blackboard connect, Peachjar, website

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. 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)

[Empty box for Amount(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.

All students

Strategy/Activity

8. 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 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 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)

Title III
2000-2999: Classified Personnel Salaries
See Goal 1 Action 9

Title III
3000-3999: Employee Benefits
See Goal 1 Action 9

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. Provide babysitting (when we are able to return to safe in-person instruction and 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)

[Empty box for Amount(s)]

Title III
2000-2999: Classified Personnel Salaries
See Goal 3 Action 2

[Empty box for Amount(s)]

Title III
3000-3999: Employee Benefits
See Goal 3 Action 2

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.

English Learners

Strategy/Activity

11. 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)

[Empty box for Amount(s)]

Title III
2000-2999: Classified Personnel Salaries
See Goal 2 Action 7

[Empty box for Amount(s)]

Title III
3000-3999: Employee Benefits
See Goal 2 Action 7

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
No additional cost

[Empty box for Amount(s)]

District Funded
3000-3999: Employee Benefits
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. 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)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Outreach Specialist and School Counselor

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. Ensure effective communication between school staff and parents via Class Dojo, 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)

[Empty box for Amount(s)]

Source(s)

No additional cost

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. Monthly ELAC meetings (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)

[Empty box for Amount(s)]

Title III
4000-4999: Books And Supplies
Refreshments only for ELAC meeting materials
and supplies See Goal 1 Action 12

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. 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)

[Empty box for Amount(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.

Strategy/Activity

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.

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. Collaborate with community partners in order to provide parent education classes and information on community services for Special Education, English Learners, 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)

[Empty box for Amount(s)]

No additional cost

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

18. Organize parents to attend district workshops/events (i.e. "Strengthening Our Families" and Ventura County CAFE conference).

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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist

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.

English Learners

Strategy/Activity

19. Provide EL parents the opportunity to attend local and state CAFE workshops/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)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
CABE entrance ees

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. 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)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist

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.

Special Education and English Learners

Strategy/Activity

21. 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

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

translators

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.

English Learners

Strategy/Activity

22. 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)

District Funded

No additional cost

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.

English Learners

Strategy/Activity

23. 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)

Title III
2000-2999: Classified Personnel Salaries
See Goal 2 Action 22

Title III
3000-3999: Employee Benefits
See Goal 2 Action 22

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. 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 extra 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.

All parents and specifically Special Education

Strategy/Activity

25. 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)

no extra 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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

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.

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, we increased parent participation at ELAC and PTA by double the numbers. 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	\$87,808.00
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	\$197,306.00

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	\$53,726.00
Title III	\$18,944.00

Subtotal of additional federal funds included for this school: \$72,670.00

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 (\$)
Discretionary	\$39,376.00
LCFF - Intervention	\$29,258.00
LCFF - Targeted	\$56,002.00

Subtotal of state or local funds included for this school: \$124,636.00

Total of federal, state, and/or local funds for this school: \$197,306.00

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	53726	0.00
Title III	18944	0.00
Discretionary	39376	0.00
LCFF - Targeted	56002	0.00
LCFF - Intervention	29258	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	39,376.00
LCFF - Intervention	29,258.00
LCFF - Targeted	56,002.00
Title I	53,726.00
Title III	18,944.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	2,000.00
3000-3999: Employee Benefits	Discretionary	438.20
4000-4999: Books And Supplies	Discretionary	34,762.80
5000-5999: Services And Other Operating Expenditures	Discretionary	500.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	800.00
6000-6999: Capital Outlay	Discretionary	875.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	24,000.00
3000-3999: Employee Benefits	LCFF - Intervention	5,258.00

1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,500.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	6,000.00
3000-3999: Employee Benefits	LCFF - Targeted	2,929.00
4000-4999: Books And Supplies	LCFF - Targeted	33,073.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
3000-3999: Employee Benefits	Title I	3,220.00
4000-4999: Books And Supplies	Title I	37,006.00
1000-1999: Certificated Personnel Salaries	Title III	8,000.00
2000-2999: Classified Personnel Salaries	Title III	3,500.00
3000-3999: Employee Benefits	Title III	2,781.90
4000-4999: Books And Supplies	Title III	4,662.10

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,695.00
Goal 2	14,963.00
Goal 3	2,648.00

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
- 0 Secondary Students

Name of Members	Role
Jorge Mares	Principal
Sheri Anderson (Secretary)	Classroom Teacher
Joy Hammel	Classroom Teacher
Melissa Bakody (Assistant Chairperson)	Classroom Teacher
Ginny Whitt	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
Otilia Rodriguez	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.

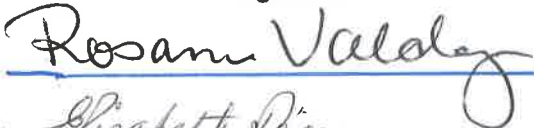

Recommendations and Assurances

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
	School Site Council
	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 10/15/2020.

Attested:

 10-15-2020	Principal, Jorge Mares on 10/15/2020
	SSC Chairperson, Rosana Valdez on 10/15/2020

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Signature

Committee or Advisory Group Name

School Site Council

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.

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Attested:

Principal, Jorge Mares on 10/15/2020

SSC Chairperson, Rosana Valdez on 10/15/2020

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019