School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Oaks K-8 School	34-67447-6034904	May 3rd, 2023	August 8, 2023

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

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

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

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Sierra Oaks K-8 School met the criteria for the following student groups:

1. Black or African Americans
2. Students with Disabilities
3. Two or More Races

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

The current staffing ratio requirement for an Administrator Instructional Specialist/Vice Principal at the K-8 level is 1:700 students. Sierra Oaks K-8 School currently enrolls _620__ students.

Need Statement
The students at Sierra Oaks include 13% who are English learners and 58% who come from low-come families. Although the school is not currently designated as a Title 1 school, we are 2% from being recognized as such. Therefore, we don't have the benefits of those federal funds to support students. Following the pandemic, this is especially critical as many students need additional support (beyond what has already been provided through COVID related funds) in the areas of social-emotional learning, behavioral intervention, and academic acceleration. This is evidenced by recent school discipline data, CHKS data, and teacher/staff input.

DATA:
AA/Black
Absenteeism—53.4%
Suspension—8.4%
Math—96.6 points below standard

Students with Disabilities
Absenteeism—55.1%
Suspension—14.6%
ELA—108.3 points below standard
Math—130.4 points below standard

Two or More Races
Absenteeism—30.4%
Suspension—8.9%

Sierra Oaks
We are not retaining students for 6-8th grade. We need to revamp the MS program with opportunities for enrichment and MS experiences.
We have 2 Discovery Clubs.
PTA is very involved.
Many students with IEP's, 504's..
Behavior issues have been escalating in all grades
Transitional Kinder
Bridges
New staff

Additional Programs/Goals for 23-24

Social Emotional partnerships
SCIS

Input from Educational Partners
Parents and families have provided input through PTA meetings, individual family meetings, and related email communications. PTA leaders are in strong support of this proposal. Teachers and staff have provided input through discussions, meetings, emails and surveys.

Root Cause Analysis

What did your root causes analysis reveal?

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

Site Leadership has met as well as School Site Council to review current data and needs. It has been determined that due to increased office referrals, lack of systems, and students mental and emotional needs that a half-time Vice Principal is needed. Keeping consistent safety protocols, behavioral systems and schoolwide common agreements has been a challenge post pandemic due to lack of accountability and time.

Position Priorities:
Collaborate with the principal to provide time for visibility, instructional coaching and overall safety.
Respond to parents, staff and student needs in a timely manner.
Training our n staff with our site systems.
Differentiate professional development based on staff challenges.

Resource Inequities

What resource inequities did you discover?

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

Through the Comprehensive Needs Assessment process with a focus on social emotional well being of all students, the following supports have been identified.

1. The VP can give support to our significant subgroup communities through outreach from our office staff, ELD specialist, and MTSS team.
2. Supplemental funded staff to provide intervention to students during the regular school day (2 full time intervention teachers) (IA 1 for K-2 classrooms).
3. Campus Monitor funded to support overall campus safety, student relationships, and support student transitions back to in-person classroom instruction.
3. Staff PD focused on equitable practices.
2. Incentives and rewards through PBIS to promote engagement and to provide character education (6-8 merit system, and PBIS cougar Cash, Gotchas)

4. Digital materials and/or online subscription services and platforms to support instruction (supporting home quarantines for individuals and classrooms as needed).
6. Additional resources to students and families outside of the school day, ie, tutoring, intervention, counseling, and social opportunities that follow CDPH/SCDH guidelines.
7. Curricular scope and sequence that focuses on essential grade level and foundational standards and spirals back to essential previous grade level content.
8. Development of local progress monitoring tools/assessments aligned to essential and foundational grade level standards.
9.The VP will lead student wellness and advocate team for our students who need tier 2/3 interventions to succeed.
10.Due to the size of our enrollment and diverse student needs, a SCIA is needed to help us develop and maintain and safe learning environment inside and outside of the classroom by using restorative practices and supervising.

Input from Educational Partners

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 and families have provided input through PTA meetings, individual family meetings, and related email communications.

PTA leaders are in strong support of this proposal and are willing to help fund this position.

Teachers and staff have provided input through discussions, meetings, emails and surveys.

I met with SSC 2 times per trimester to review data, action steps and get their approval of funds.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on social emotional well being of all students, the following supports have been identified.

1. Additional support to our significant subgroup communities through outreach from our office staff, ELD specialist, and MTSS team.
2. Supplemental funded staff to provide intervention to students during the regular school day (1 full time intervention teacher) (IA 1 for K-2 classrooms).
3. Incentives and rewards to promote positive behavior and engagement and to provide character education (cougar Cash, Gotchas)
4. Additional resources to students and families outside of the school day, ie, tutoring, intervention, counseling, and social opportunities that follow CDPH/SCDH guidelines.
5. Curricular scope and sequence that focuses on essential grade level and foundational standards and spirals back to essential previous grade level content.
6. Development of local progress monitoring tools/assessments aligned to essential and foundational grade level standards.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.17%	0.33%	3	1	2
African American	11.1%	12.52%	13.5%	70	75	83
Asian	8.9%	8.01%	9.43%	56	48	58
Filipino	0.8%	0.67%	1.3%	5	4	8
Hispanic/Latino	20.4%	23.04%	22.6%	129	138	139
Pacific Islander	0.2%	%	0.49%	1		3
White	48.6%	46.58%	41.95%	307	279	258
Multiple/No Response	9.5%	9.02%	10.41%	60	54	64
Total Enrollment				632	599	615

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	65	73
Grade 1	73	70	73
Grade 2	74	65	73
Grade3	73	67	75
Grade 4	74	75	65
Grade 5	68	66	73
Grade 6	48	59	61
Grade 7	87	48	63
Grade 8	64	84	59
Total Enrollment	632	599	615

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	62	72	92	9.80%	12.0%	10.9%
Fluent English Proficient (FEP)	58	50	66	9.20%	8.3%	10.7%
Reclassified Fluent English Proficient (RFEP)	5		48	8.1%		

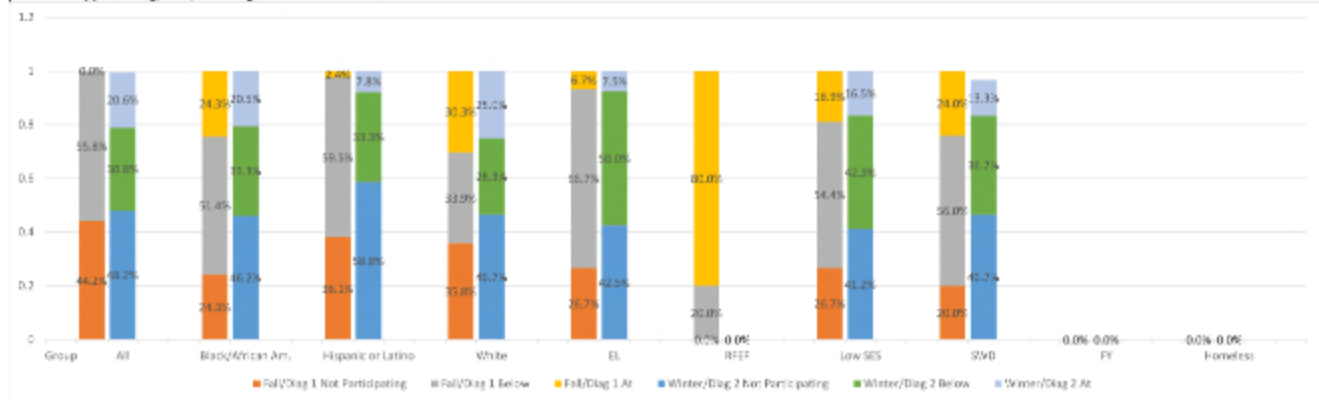Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	246	72	91	0	119	76	51			
Black/African Am.	39	9	19	9	18	13	8			
Hispanic or Latino	51	16	25	1	30	17	4			
White	120	39	37	33	56	34	30			
EL	40	8	20	2	17	20	3			
RFEP	6	0	1	4	0	2	3			
Low SES	97	24	49	17	40	41	16			
SWD	30	5	14	6	14	11	4			
FY	0	0	0	0	0	0	0			
Homeless	5	0	2	0	2	2	0			

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	247	44.2%	55.8%	0.0%	48.2%	30.8%	20.6%			
Black/African Am.	39	24.3%	51.4%	24.3%	46.2%	33.3%	20.5%			
Hispanic or Latino	51	38.1%	59.5%	2.4%	58.8%	33.3%	7.8%			
White	120	35.8%	33.9%	30.3%	46.7%	28.3%	25.0%			
EL	40	26.7%	66.7%	6.7%	42.5%	50.0%	7.5%			
RFEP	6	0.0%	20.0%	80.0%	0.0%	33.3%	50.0%			
Low SES	97	26.7%	54.4%	18.9%	41.2%	42.3%	16.5%			
SWD	30	20.0%	56.0%	24.0%	46.7%	36.7%	13.3%			
FY	0									
Homeless	5	0.0%	100.0%	0.0%	40.0%	40.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	16	0	0	21	0	0			
K	59	55	0	0	59	0	0			
1	82	1	49	24	31	35	16			
2	84	0	42	33	8	41	35			

Sierra Oaks K-8 -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	59	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	82	1.4%	66.2%	32.4%	37.8%	42.7%	19.5%			
2	84	0.0%	56.0%	44.0%	9.5%	48.8%	41.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency
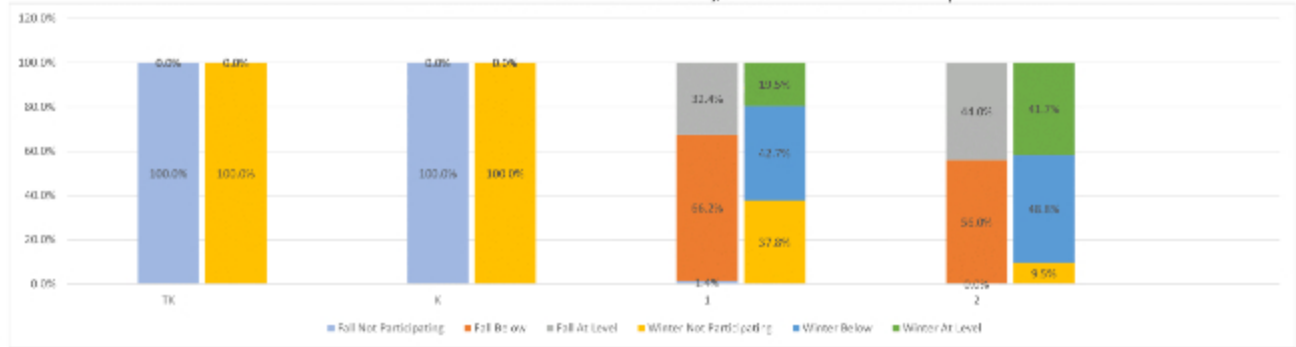
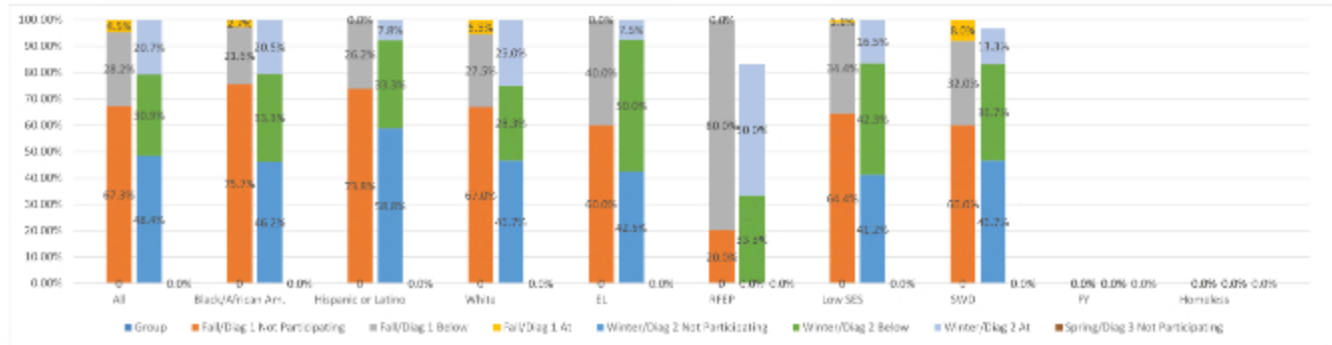Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	246	148	62	10	174	62	10			
Black/African Am.	39	28	8	1	31	7	1			
Hispanic or Latino	51	31	11	0	40	11	0			
White	120	73	30	6	84	30	6			
EL	40	18	12	0	27	13	0			
RFEP	6	1	4	0	1	4	0			
Low SES	97	58	31	1	65	31	1			
SWD	30	15	8	2	19	8	2			
FY	0	0	0	0	0	0	0			
Homeless	5	1	1	0	3	1	0			

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	247	67.3%	28.2%	4.5%	70.4%	25.1%	4.0%			
Black/African Am.	39	75.7%	21.6%	2.7%	79.5%	17.9%	2.6%			
Hispanic or Latino	51	73.8%	26.2%	0.0%	78.4%	21.6%	0.0%			
White	120	67.0%	27.5%	5.5%	70.0%	25.0%	5.0%			
EL	40	60.0%	40.0%	0.0%	67.5%	32.5%	0.0%			
RFEP	6	20.0%	80.0%	0.0%	16.7%	66.7%	0.0%			
Low SES	97	64.4%	34.4%	1.1%	67.0%	32.0%	1.0%			
SWD	30	60.0%	32.0%	8.0%	63.3%	26.7%	6.7%			
FY	0									
Homeless	5	50.0%	50.0%	0.0%	60.0%	20.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	16	0	0	21	0	0			
K	59	55	0	0	59	0	0			
1	82	74	0	0	82	0	0			
2	84	3	62	10	12	62	10			

Sierra Oaks K-8 -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	59	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	82	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	84	4.0%	82.7%	13.3%	14.3%	73.8%	11.9%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Sierra Oaks K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
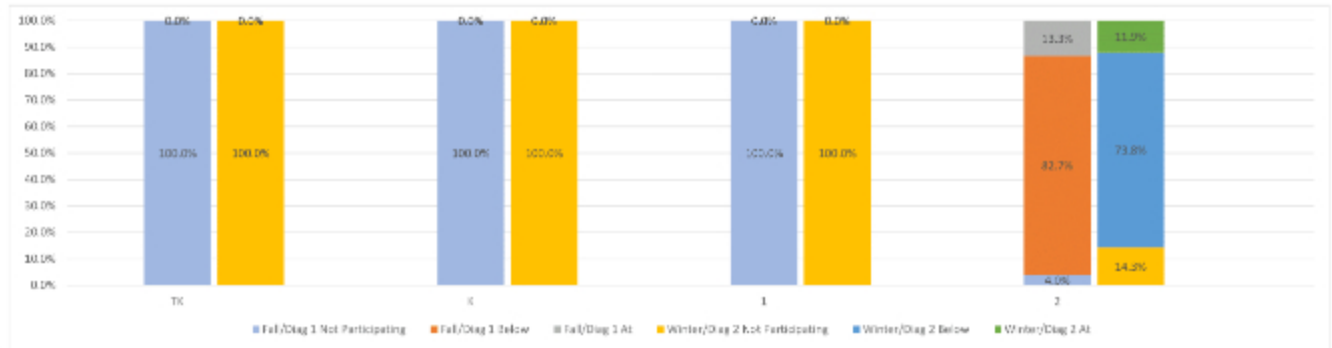
Conclusions based on this data:

1. The Covid pandemic has created room for growth in all academic areas at Sierra Oaks. We will continue to provide students with thoughtful lessons, intervention, and social emotional support to best meet needs and provide the highest level of academic growth.

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	85	76.47%	70	65.71%	26	92.31%
B) There are students and staff on campus who listen to students when they have something to say.	85	77.65%	69	56.52%	26	92.31%
C) There is an adult from the school who checks on how students are doing.	84	63.10%	69	53.62%	26	92.31%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	85	65.88%	69	73.91%	26	42.31%
E) Staff feels supported to do their job well in meeting the needs of all students.					26	65.38%
F) Staff feels part of an effective team.					26	61.54%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	85	72.94%			26	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	85	64.71%			26	69.23%
C) The school offers families opportunities to be involved in school and classroom activities.	85	65.88%			26	96.15%
D) The school keeps families well-informed about school activities.	85	72.94%			26	92.31%
E) The staff at our school listens to family concerns about issues.	85	61.18%			26	92.31%
F) The staff at school are helpful and welcoming when families come to school or call.	85	76.47%			26	92.31%
G) The school and families are partners in promoting positive behavior for my student.	85	75.29%			26	61.54%
H) Families who speak a language other than English receive general information about our school in their home language.	83	85.54%			26	57.69%
I) Staff receive information about upcoming events and important information about the school.					26	96.15%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	85	60.00%	69	43.48%	26	92.31%
B) Important school decisions reflect diverse input.	82	58.54%	69	50.72%	26	76.92%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	85	80.00%				
D) The principal and staff listen to concerns of other staff members about issues.					26	88.46%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					26	84.62%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					26	88.46%
G) Our school uses data from this survey to inform site decision making.					26	76.92%
H) Staff voice matters in decision making.					26	73.08%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	85	67.06%	69	56.52%	26	88.46%
B) Concerns about student safety are addressed in a timely manner at my school.	85	70.59%	69	59.42%	26	84.62%
C) My school is a safe place for all students.	85	60.00%	68	57.35%	26	57.69%
D) My school is a safe place for all staff.					26	61.54%
E) Students know what staff member to go to if they have a safety concern.	85	81.18%	66	63.64%	26	76.92%
F) Students know school safety protocols.	84	75.00%	68	77.94%	26	69.23%
G) I feel safe sharing different viewpoints and perspectives at my school.	83	63.86%	69	53.62%	26	73.08%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	84	67.86%	69	62.32%	26	84.62%
B) Adults at my school treat students respectfully.	83	79.52%	68	73.53%	26	76.92%
C) Students are respectful to each other at school.	85	52.94%	69	21.74%	26	30.77%
D) Students have opportunities to socialize with other students often at school.	83	78.31%	69	62.32%	26	88.46%
E) Students have an adult on campus they trust.	85	75.29%	68	82.35%	26	84.62%
F) Students trust other students at school.	85	83.53%	68	82.35%	26	50.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	84	64.29%	67	44.78%	25	52.00%
H) School staff reflects student diversity.	83	60.24%	66	51.52%	26	42.31%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	85	77.65%	68	76.47%	26	65.38%
B) Questions and concerns about schoolwork are addressed.	85	82.35%	69	63.77%	26	92.31%
C) Student grades reflect their knowledge of the material.	85	77.65%	69	75.36%	26	76.92%
D) Adults at my school believe all students can be successful.	85	76.47%	69	78.26%	25	76.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	85	75.29%	69	59.42%	26	96.15%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	85	81.18%	69	72.46%	26	96.15%
G) Teachers at my school go out of their way to help all students.	84	70.24%	69	56.52%	26	80.77%
H) Students receive timely and regular feedback on their learning.	84	71.43%	69	57.97%	26	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	84	67.86%			26	88.46%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	83	56.63%	69	53.62%	26	76.92%
B) School recognizes and celebrates the academic success of all students.	85	64.71%	68	52.94%	26	69.23%
C) Adults on campus motivate students to do their best.	85	67.06%	68	70.59%	26	88.46%
D) School provides additional academic support when students are struggling.	85	61.18%	68	60.29%	26	50.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	82	68.29%	69	59.42%	26	65.38%
B) Students have access to classes and activities that meet their interests and talents.	83	61.45%	69	55.07%	26	61.54%
C) Students understand how to complete their schoolwork.	82	82.93%	68	77.94%	26	84.62%
D) Students complete assignments on time.	84	89.29%	69	68.12%	26	53.85%
E) Students are motivated to do their schoolwork.	82	70.73%	69	60.87%	26	65.38%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	79	35.44%	69	53.62%	26	23.08%
B) Students and families know what classes they will have to take and pass to graduate from high school.	78	42.31%	69	30.43%	26	15.38%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	79	59.49%	69	34.78%	26	30.77%
D) School offers college and career programs.	79	25.32%	69	8.70%	26	11.54%
E) Students participate in programs to learn about different jobs, careers, and colleges.	79	25.32%	69	17.39%	26	7.69%
F) Students are prepared for the next step of their educational experience.	76	52.63%	68	55.88%	26	42.31%
G) Staff are optimistic about the future of their career in San Juan Unified.					26	80.77%
H) There are equitable opportunities for advancement in the district.					26	50.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	82	75.61%	70	62.86%	26	76.92%
B) San Juan Unified School District is a district that I would recommend to other families.	83	65.06%	68	61.76%	26	84.62%

Sierra Oaks K-8 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	690	9	1.30%	17	19	2.75%	7	1.01%	9	1.30%
Black/African Am.	114	4	3.51%	14	14	12.28%	2	1.75%	4	3.51%
Hispanic or Latino	157	1	0.64%	2	1	0.64%	1	0.64%	1	0.64%
White	318	4	1.26%	1	4	1.26%	4	1.26%	4	1.26%
ELL	89	1	1.12%	1	1	1.12%	1	1.12%	1	1.12%
RFEP	57	1	1.75%	2	1	1.75%	3	5.26%	3	5.26%
Low SES	261	4	1.53%	10	7	2.68%	3	1.15%	5	1.92%
SWD	91	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	19	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
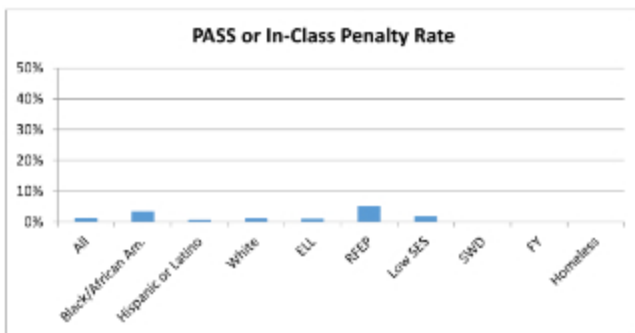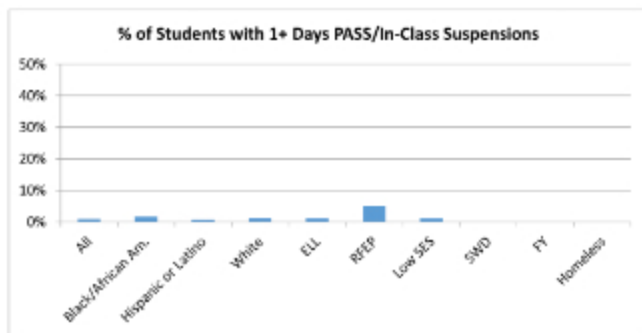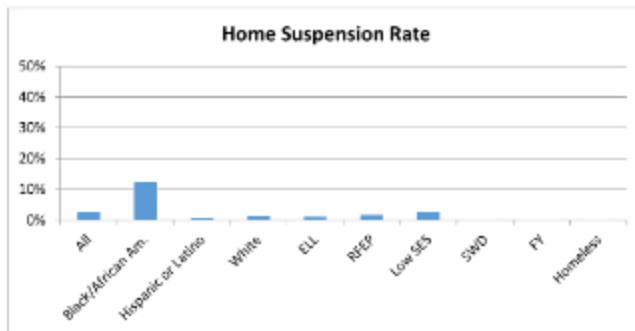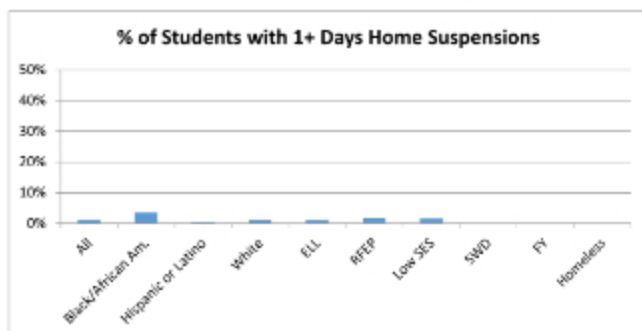
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.
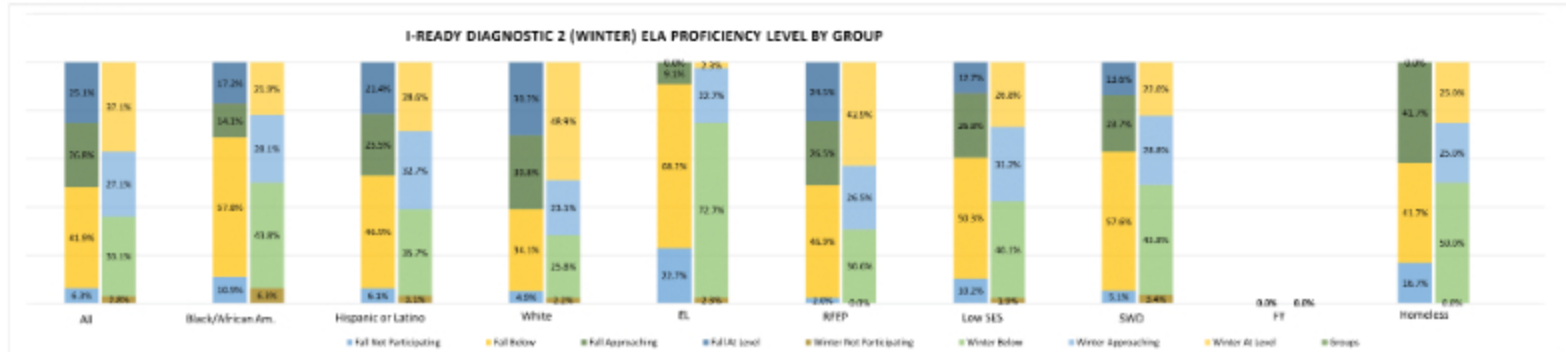
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	399	25	167	107	100	11	132	108	148				
Black/African Am.	64	7	37	9	11	4	28	18	14				
Hispanic or Latino	98	6	46	25	21	3	35	32	28				
White	182	9	62	56	55	4	47	42	89				
EL	44	10	30	4	0	1	32	10	1				
RFEP	49	1	23	13	12	0	15	13	21				
Low SES	157	16	79	42	20	3	63	49	42				
SWD	59	3	34	14	8	2	27	17	13				
FY	1	0	0	1	0	0	0	1	0				
Homeless	12	2	5	5	0	0	6	3	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	399	6.3%	41.9%	26.8%	25.1%	2.8%	33.1%	27.1%	37.1%				
Black/African Am.	64	10.9%	57.8%	14.1%	17.2%	6.3%	43.8%	28.1%	21.9%				
Hispanic or Latino	98	6.1%	46.9%	25.5%	21.4%	3.1%	35.7%	32.7%	28.6%				
White	182	4.9%	34.1%	30.8%	30.2%	2.2%	25.8%	23.1%	48.9%				
EL	44	22.7%	68.2%	9.1%	0.0%	2.3%	72.7%	22.7%	2.3%				
RFEP	49	2.0%	46.9%	26.5%	24.5%	0.0%	30.6%	26.5%	42.9%				
Low SES	157	10.2%	50.3%	26.8%	12.7%	1.9%	40.1%	31.2%	26.8%				
SWD	59	5.1%	57.6%	23.7%	13.6%	3.4%	45.8%	28.8%	22.0%				
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	12	16.7%	41.7%	41.7%	0.0%	0.0%	50.0%	25.0%	25.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Sierra Oaks K-8 - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	7	35	20	17	3	28	24	24				
4	68	6	19	29	14	1	10	27	30				
5	74	2	23	27	22	1	14	17	42				
6	63	4	33	17	9	1	27	16	19				
7	63	4	30	8	21	2	33	15	13				
8	52	2	27	6	17	3	20	9	20				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	8.9%	44.3%	25.3%	21.5%	3.8%	35.4%	30.4%	30.4%				
4	68	8.8%	27.9%	42.6%	20.6%	1.5%	14.7%	39.7%	44.1%				
5	74	2.7%	31.1%	36.5%	29.7%	1.4%	18.9%	23.0%	56.8%				
6	63	6.3%	52.4%	27.0%	14.3%	1.6%	42.9%	25.4%	30.2%				
7	63	6.3%	47.6%	12.7%	33.3%	3.2%	52.4%	23.8%	20.6%				
8	52	3.8%	51.9%	11.5%	32.7%	5.8%	38.5%	17.3%	38.5%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

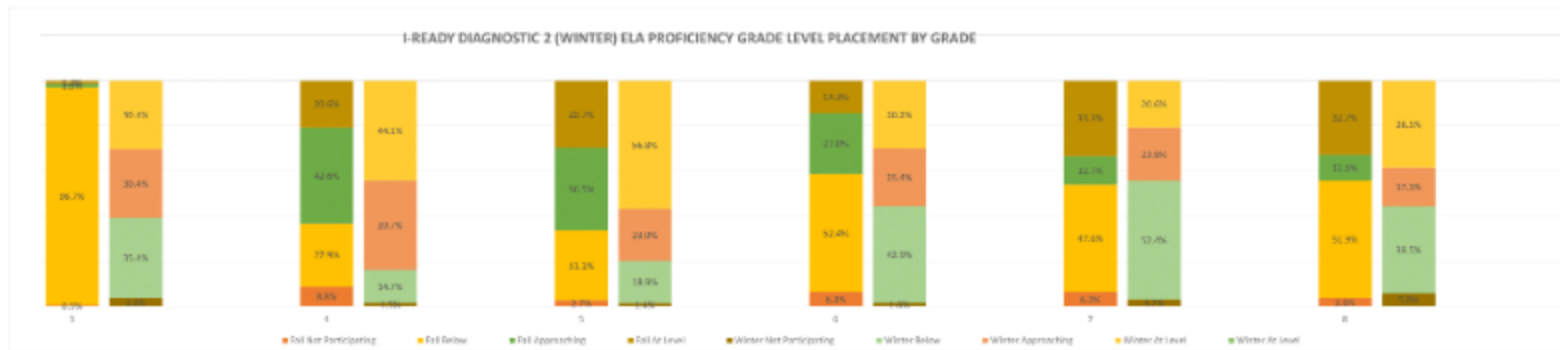I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Sierra Oaks K-8 - i-Ready Diagnostic 2 Math Proficiency Level by Group
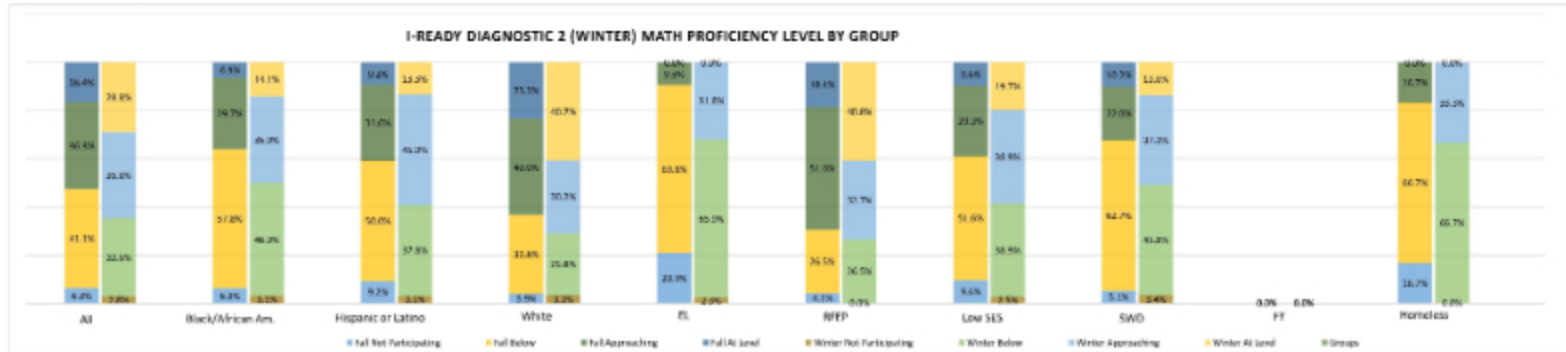
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	399	25	163	144	65	11	130	143	115				
Black/African Am.	64	4	37	19	4	2	30	23	9				
Hispanic or Latino	98	9	49	31	9	3	37	45	13				
White	182	7	59	72	42	6	47	55	74				
EL	44	9	33	4	0	1	29	14	0				
RFEP	49	2	13	25	9	0	13	16	20				
Low SES	157	15	81	46	15	4	61	61	31				
SWD	59	3	37	13	6	2	27	22	8				
FY	1	0	1	0	0	0	1	0	0				
Homeless	12	2	8	2	0	0	8	4	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	399	6.3%	41.1%	36.1%	16.4%	2.8%	32.6%	35.8%	28.8%				
Black/African Am.	64	6.3%	57.8%	29.7%	6.3%	3.1%	46.9%	35.9%	14.1%				
Hispanic or Latino	98	9.2%	50.0%	31.6%	9.2%	3.1%	37.8%	45.9%	13.3%				
White	182	3.9%	32.8%	40.0%	23.3%	3.3%	25.8%	30.2%	40.7%				
EL	44	20.9%	69.8%	9.3%	0.0%	2.3%	65.9%	31.8%	0.0%				
RFEP	49	4.1%	26.5%	51.0%	18.4%	0.0%	26.5%	32.7%	40.8%				
Low SES	157	9.6%	51.6%	29.3%	9.6%	2.5%	38.9%	38.9%	19.7%				
SWD	59	5.1%	62.7%	22.0%	10.2%	3.4%	45.8%	37.3%	13.6%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	12	16.7%	66.7%	16.7%	0.0%	0.0%	66.7%	33.3%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below – Two grade levels or more below standard
**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Sierra Oaks K-8 - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	4	42	27	5	1	28	36	34				
4	68	4	27	22	14	1	20	21	26				
5	74	2	23	30	19	3	15	21	35				
6	63	5	24	23	11	1	18	26	18				
7	63	6	26	22	9	2	23	27	11				
8	52	4	21	20	7	3	26	12	11				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	5.1%	53.8%	34.6%	6.4%	1.3%	35.4%	45.6%	17.7%				
4	68	6.0%	40.3%	32.8%	20.9%	1.5%	29.4%	30.9%	38.2%				
5	74	2.7%	31.1%	40.5%	25.7%	4.1%	20.3%	28.4%	47.3%				
6	63	7.9%	38.1%	36.5%	17.5%	1.6%	28.6%	41.3%	28.6%				
7	63	9.5%	41.3%	34.9%	14.3%	3.2%	36.5%	42.9%	17.5%				
8	52	7.7%	40.4%	38.5%	13.5%	5.8%	50.0%	23.1%	21.2%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE
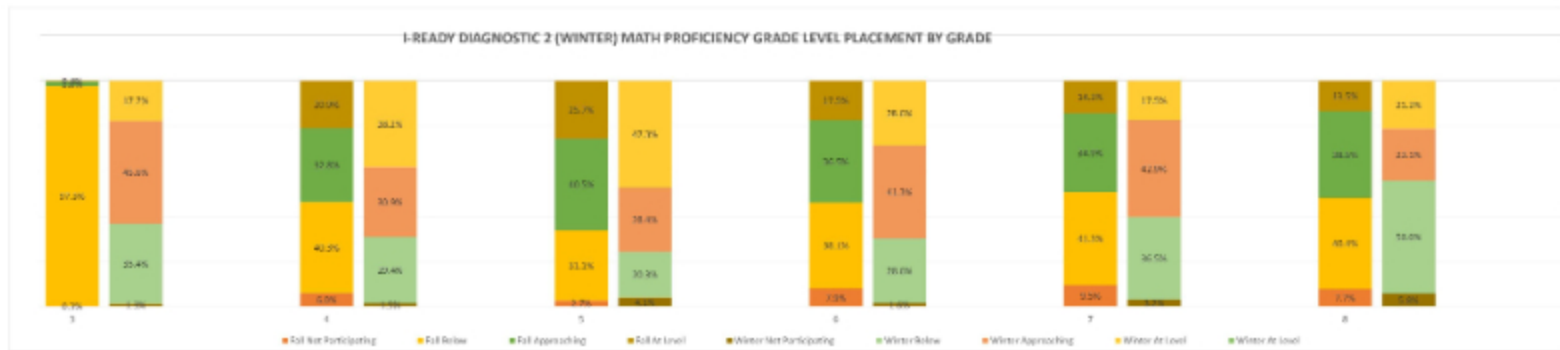
Conclusions based on this data:

1. Post pandemic learning loss is evident throughout our scores. Thoughtful lessons and intervention will be presented to students to address this need. Growth is evident as students spend more time in school opposed to distance learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

We surveyed parents regarding school climate as well as staff. We also analyzed our absenteeism rate for our AA, students with disabilities and students of 2 or more races.

What worked and didn't work? Why? (monitoring)

Returning to school was challenging under given circumstances. Some students have anxiety in social settings. Having the VP meet with counselor, attendance district rep, and clerk helped families remove the barriers to get to school or find an alternative program.

What modification(s) did you make based on the data? (evaluation)

We will be continuing a half-time VP. We also created an attendance incentive plan for our targeted groups; AA, students with disabilities and students of 2 or more races.

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - Overall rating of questions in the high expectations and caring relationships.	Parent 69% Student 74.5% Staff 36.4%	Increase the staff survey to make the average of parent and student results
School Survey - Overall rating of questions in the safety section	Parent 70% Student 66.4% Staff 31.8%	Increase the staff survey to make the average of parent and student results
School Survey - Overall rating of questions in Sense of Belonging sections. Percent students strongly agree/agree	Parent 74.4% Student 66.7% Staff 43.5%	Increase the staff survey to make the average of parent and student results
Analyze attendance data per trimester.		Increase student attendance

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

Strategy/Activity & Proposed Expenditures

1.1	Continue to offer a variety of family events/nights and spirit days/weeks in order to	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Sierra Oaks Staff & Administration Sierra Oaks PTA		0	School Year 2023 - 24

	engage all families, and provide a sense of community in distance and/or a hybrid model.					
1.2	PTA information bulletin/ all-call emailed to all families, with relevant and upcoming information. PTA sign ups for events throughout the year making use of Sign-up genius. Principal reports on various to topics at PTA and ELAC meetings	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration Sierra Oaks PTA		0	School Year 2023 - 24
1.3	Staff sends out a digital copy of school newsletter through Smore online newsletter	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff & Administration	Other		School Year 2023 - 24

1.4	CEIS (Coordinated Early Intervention Services) Team Implementation to support best practices in addressing the achievement gap and disproportionate suspension data in supporting our black/African American student population.	All Students English Learners Low-Income Students Foster Youth X Other black/African American students					School Year 2023 - 24
1.5	MTSS (Multi-tiered System of Support) staff provide social opportunities for students returning to in-person learning, such as counseling, social service interventions, students lunch clubs, etc...	X All Students English Learners Low-Income Students Foster Youth Other	MTSS staff Sierra Oaks Staff Administration				School Year 2023 - 24
1.6		All Students English Learners					

		Low-Income Students Foster Youth Other					
1.7		All Students English Learners Low-Income Students Foster Youth Other					
1.8		All Students English Learners Low-Income Students Foster Youth Other					
1.9		All Students English Learners Low-Income Students Foster Youth Other					

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

Staff, student, and parent input from meetings and surveys were used periodically.

What worked and didn't work? Why? (monitoring)

Survey results showed that our current systems need revision and to be developed. We don't have a school wide SEL curriculum.

What modification(s) did you make based on the data? (evaluation).

New administration was brought in and introduced new programs including but not limited to recess program, a behavior support resource team, Student Success Team, a supervision team and attendance plan.

2022-23

Identified Need

Healthy Environments
Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.
1. Improve sense of security and safety among staff members.
2. Improve chronic absenteeism rates among at-risk student populations.
3. Foster a respectful school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - Overall rating of questions in the safety section	Parent 70% Student 66.4% Staff 31.8%	Increase of 3% in all three areas
Staff Support - Staff feel a part of an effective, and my voice matters in decision making.	Staff - 65.2%	Increase of 10%
School Culture/Sense of Belonging- People are respectful to others at my school	Student 36.2% Staff - 39.1%	Increase in both of 10%
Local Assessment - Suspension Data	All - 6 Incidents Black/African American - 2 incidents Hispanic or Latino - 3 incidents Special Education - 4 incidents Low SES - 4 incidents	Decrease of incidents by 2

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline

2.1	Fund a 0.5 FTE of a Vice Principal to coach staff, meet with students, and provide social emotional support to our students and community.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	37,192 14,895	School Year 2022-2024
2.2	Site will continue to implement and refine Behavior Expectations and restorative practices to positively impact student behavior in class and on campus.	All Students English Learners Low-Income Students Foster Youth X Other Black/African American students	Sierra Oaks Behavior team Administrator Attendance Clerk	LCFF Supplemental Site Allocation	393.00	School Year 2022-2024
2.3	CEIS (Coordinated Early Intervention Services) Team Implementation to support best	All Students English Learners Low-Income Students Foster Youth X Other Black/African American students	CEIS team Sierra Oaks staff Administration District Equity Department			School Year 2022-2024

	practices in addressing the achievement gap and disproportionate suspension data in supporting our black/African American student population. Action Plan - supporting African American students.					
2.4	Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	15,085	School Year 2022-2024

	the framework of MTSS. .2 FTE Counselor					
2.5		All Students English Learners Low-Income Students Foster Youth Other				
2.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academics

LEA/LCAP Goal

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

SPSA/Goal 3

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

iReady and text levels were collected three times during the school year

What worked and didn't work? Why? (monitoring)

Students are making progress in both Reading and Math yet we are still seeing effects of COVID and distance learning.

What modification(s) did you make based on the data? (evaluation)

Provide intervention through the school day by 1.0 FTE provided by ELO funds.

2022-23
Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
K-2 text level		increased by 2%
iReady Reading diagnostic grades 3-8		increased by 2%
iReady Math diagnostic grades 3-8		increased by 2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	1st -3rd grade teachers continue to use Benchmark Advanced and mentor texts to address Critical Thinking skills	All Students English Learners Low-Income Students Foster Youth X Other Grades 1st - 3rd	1st, 2nd, 3rd grade teachers, administration	Other 4000-4999: Books And Supplies	893.00	School Year 2022-2024

	through literacy and across all content areas. Purchase of texts to support critical thinking.					
3.2	Implementation of Benchmark Advance Language Arts curriculum grades K-5, to meet the comprehensive balanced literacy demands of the CCSS.	X All Students English Learners Low-Income Students Foster Youth Other	K-5 teachers			School Year 2022-2024
3.3	Early reading intervention/ support for kindergarten - 2nd grade and targeted reading intervention/support for 3rd-5th grade students through use of purchased Lexia ReadingCore5 licenses ($9900), MobyMax licenses,	All Students English Learners Low-Income Students Foster Youth X Other K-5 students	admin k-5 teachers	Other 5800: Professional/Consulting Services And Operating Expenditures	8435	School Year 2022-2024

	teacher monitoring, and reteaching.					
3.4	Maintain one full time intervention teachers to address learning loss through the pandemic.	X All Students English Learners Low-Income Students Foster Youth Other	leadership team intervention teachers administration	Other		School Year 2022-2024
3.5	Grade level data conversations conducted at the end of each diagnostic test administration, utilizing iReady, local assessments, attendance, and engagement data to identify student intervention groups and plan instruction focused on essential and foundational grade level standards.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff administration MTSS - Academic intervention specialist	Other		School Year 2022-2024

3.6	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily through the services of a 1.0 ELD teacher. 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher and Classroom Teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	118,742	School Year 2022-2024
3.7	Regular ELAC meetings to provide input to school programs and parent learning focused on how to support students in school. Purchase materials and supplies in order to provide meeting supplies and material in primary languages.	All Students X English Learners Low-Income Students Foster Youth Other	ELD teacher			School Year 2022-2024

3.8	Targeted reading and/or math small group intervention provided by MTSS academic intervention specialist - 3 daily groups of 4-6 students for 6-8 weeks.	X All Students English Learners Low-Income Students Foster Youth Other	Academic intervention specialist administration			School Year 2022-2024
3.9	Sierra Oaks staff k-8 to utilize iReady diagnostic and personalized learning path for students based on diagnostic results. Staff will monitor student results and teach-in to differentiated personalized learning. Staff training/PD opportunities at site and individual level ongoing.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks staff			School Year 2022-2024

3.10	Hire 9 Instructional Assistant 1's in order to support each of our kinder thru 2nd grade classes with direct services to students 5 days per week for 6 hours per day.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Leadership team Human Resources	Other			School Year 2022-2024
3.11		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2022-23

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

What data did you use to monitor progress and how often?

Survey data results

What worked and didn't work? Why? (monitoring)

Based on student feedback, and not having a "traditional" middle school program, students would like to be offered electives of their choice.

What modification(s) did you make based on the data? (evaluation)

Electives will be offered based on student choice

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree	53.6%	60%
Students are interested in college or university	57.2%	63%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Counselor continues to conduct Naviance lessons with middle school students to explore college and career strengths, interests, and pathways.	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Counselor Administration			School Year 2022-2024

4.2	Develop family and community partnerships with area high schools in communicating parent information nights, available programs, and scheduled high school student outreach programs (CIVITAS, AVID, STEM)	All Students English Learners Low-Income Students Foster Youth X Other 6-8 Students	Counselor Administration 6-8 Parent liaison			School Year 2022-2024
4.3	Teachers/grade levels utilize PTA enrichment funding to identify and implement extension or curriculum and/or enrichment opportunities in their classes and/or grade level.	X All Students English Learners Low-Income Students Foster Youth Other	K-8 Staff	Other		School Year 2022-2024
4.4	6-8 staff continue to provide a middle school interest survey	All Students English Learners Low-Income Students Foster Youth X Other 6-8 students	k-8 staff administration			School Year 2022-2024

	to be used in offering high interest trimester electives.						

4.5	Provide students at all grades with opportunities to lead and have voice through clubs and committees that have a positive impact on school and in the community.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			administration
			Support staff
							School Year 2022-2024

4.6	Continue to offer high level math courses to middle school students: Accelerated 7 mathematics, IM1 mathematics. With placement to be flexible enough to be offered to motivated students, and not solely based on	All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		X Other 6-8 students
			Mathematics teachers administration				School Year 2022-2024

	standardized test scores.						
4.7	Student Leadership Elective student and teachers to develop and implement shared leadership opportunities with students of all ages, teaching students to lead through direct lessons, integrated approaches, and service learning.	X All Students English Learners Low-Income Students Foster Youth Other	Sierra Oaks Staff Middle school leadership elective teachers Administration				School Year 2022-2024
4.8	Continue to provide Directed Study elective for middle school resource students to support organization, planning, and prioritizing of class and homework.	All Students English Learners Low-Income Students Foster Youth X Other Special Education	Resource team Administration K-8 Staff				School Year 2022-2024

4.9	Offer lunch time intramural sports teams, tournaments, and competitions.	X All Students English Learners Low-Income Students Foster Youth Other	PE specialists rec aides administration			School Year 2022-2024
4.10	Continue to promote participation in after-school sports representing Sierra Oaks: Volleyball Basketball Track	X All Students English Learners Low-Income Students Foster Youth Other	PE specialists administration			School Year 2022-2024

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Supporting students social, emotional, and mental well-being.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
Site counselor	23-24 school year	startcollapse endcollapse			
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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endcollapse					

SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$195,635.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Supplemental Centralized Services (District Only)	$15,085.00
LCFF Supplemental English Learner Central	$118,742.00
LCFF Supplemental Site Allocation	$52,480.00
Other	$9,328.00

Subtotal of state or local funds included for this school: $195,635.00

Total of federal, state, and/or local funds for this school: $195,635.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	52,480	0.00
LCFF Supplemental English Learner Central	118,742	0.00
LCFF Supplemental Centralized Services (District Only)	15,085.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	15,085.00
LCFF Supplemental English Learner Central	118,742.00
LCFF Supplemental Site Allocation	52,480.00
Other	9,328.00

Expenditures by Budget Reference

Budget Reference	Amount
	393.00
1000-1999: Certificated Personnel Salaries	171,019.00
3000-3999: Employee Benefits	14,895.00
4000-4999: Books And Supplies	893.00
5800: Professional/Consulting Services And Operating Expenditures	8,435.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	15,085.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	118,742.00
	LCFF Supplemental Site Allocation	393.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	37,192.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,895.00
4000-4999: Books And Supplies	Other	893.00
5800: Professional/Consulting Services And Operating Expenditures	Other	8,435.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	67,565.00
Goal 3	128,070.00

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

4 Parent or Community Members

Name of Members	Role
Hady Jimenez-Chrostowski	Principal
Mike Sawin	Other School Staff
Shawn Steck	Classroom Teacher
Amy O'Brien	Classroom Teacher
Malcolm Richards	Classroom Teacher / Parent or Community Member
Steven Rubens	Parent or Community Member
Chris Tzimenatos	Parent or Community Member
Chelsea Kelley	Parent or Community Member
Ian Barlow	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	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 May 3, 2023.

Attested:

Signature	
On file	Principal, Hady Jimenez on 05/03/23
[signature]	SSC Chairperson, Chris Tzimenatos on 05/03/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

   a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

   b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

      i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

      ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

      iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

      iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

      v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

            ii. increase the amount and quality of learning time, and

            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

            i. strategies to improve students' skills outside the academic subject areas;

            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Sierra Oaks School (K-8)

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue to offer a variety of family events/nights and spirit days/weeks in order to engage all families, and provide a sense of community in distance and/or a hybrid model.		$0.00	Connected School Communities	
PTA information bulletin/ all-call emailed to all families, with relevant and upcoming information. PTA sign ups for events throughout the year making use of Sign-up genius. Principal reports on various to topics at PTA and ELAC meetings		$0.00	Connected School Communities	

	Total Expenditures:	$0.00
	Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$15,085.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor	1000-1999: Certificated Personnel Salaries	$15,085.00	Healthy Environments for Social-Emotional Growth	

Sierra Oaks School (K-8)

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$15,085.00	
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00	

Funding Source: LCFF Supplemental English Learner Central — $118,742.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily through the services of a 1.0 ELD teacher. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	$118,742.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures:	$118,742.00	
LCFF Supplemental English Learner Central Allocation Balance:	$0.00	

Funding Source: LCFF Supplemental Site Allocation — $52,480.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$14,895.00	Healthy Environments for Social-Emotional Growth	
Fund a 0.5 FTE of a Vice Principal to coach staff, meet with students, and provide social emotional support to our students and community.	1000-1999: Certificated Personnel Salaries	$37,192.00	Healthy Environments for Social-Emotional Growth	
Site will continue to implement and refine Behavior Expectations and restorative practices to positively impact student behavior in class and on campus.		$393.00	Healthy Environments for Social-Emotional Growth	

Sierra Oaks School (K-8)

LCFF Supplemental Site Allocation Total Expenditures:	$52,480.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1st -3rd grade teachers continue to use Benchmark Advanced and mentor texts to address Critical Thinking skills through literacy and across all content areas. Purchase of texts to support critical thinking.	4000-4999: Books And Supplies	$893.00	Engaging Academics	
Early reading intervention/ support for kindergarten -2nd grade and targeted reading intervention/support for 3rd-5th grade students through use of purchased Lexia ReadingCore5 licenses ($9900), MobyMax licenses, teacher monitoring, and reteaching.	5800: Professional/Consulting Services And Operating Expenditures	$8,435.00	Engaging Academics	

Other Total Expenditures:	$9,328.00
Other Allocation Balance:	$0.00
Sierra Oaks School (K-8) Total Expenditures:	$195,635.00