School Year: **2024-25**

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	June 3rd, 2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

[Insert school name] met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:
* African American for ELA, Math, and Suspensions
* Asian for Chronic Absenteeism
* English Learners for ELA and ELPI
* Two or More Races for Chronic Absenteeism

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 SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

We asked for staff input, we met with SSC for feedback and also analyzed the data with our ELAC.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.33%	%	1	2	
African American	12.52%	13.5%	9.69%	75	83	60
Asian	8.01%	9.43%	11.79%	48	58	73
Filipino	0.67%	1.3%	1.29%	4	8	8
Hispanic/Latino	23.04%	22.6%	24.56%	138	139	152
Pacific Islander	%	0.49%	0.65%		3	4
White	46.58%	41.95%	41.52%	279	258	257
Multiple/No Response	9.02%	10.41%	10.50%	54	64	65
Total Enrollment				599	615	619

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	65	73	51
Grade 1	70	73	66
Grade 2	65	73	75
Grade3	67	75	78
Grade 4	75	65	70
Grade 5	66	73	71
Grade 6	59	61	64
Grade 7	48	63	64
Grade 8	84	59	60
Total Enrollment	599	615	619

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	72	92	112	9.80%	12.0%	18.1%
Fluent English Proficient (FEP)	50	66	57	9.20%	8.3%	9.2%
Reclassified Fluent English Proficient (RFEP)		48		8.1%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
615	**47.5**	**10.9**	**0.2**
Total Number of Students enrolled in Sierra Oaks K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	10.9
Foster Youth	1	0.2
Homeless	17	2.8
Socioeconomically Disadvantaged	292	47.5
Students with Disabilities	66	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	83	13.5
American Indian	2	0.3
Asian	58	9.4
Filipino	8	1.3
Hispanic	139	22.6
Two or More Races	64	10.4
Pacific Islander	3	0.5
White	258	42

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
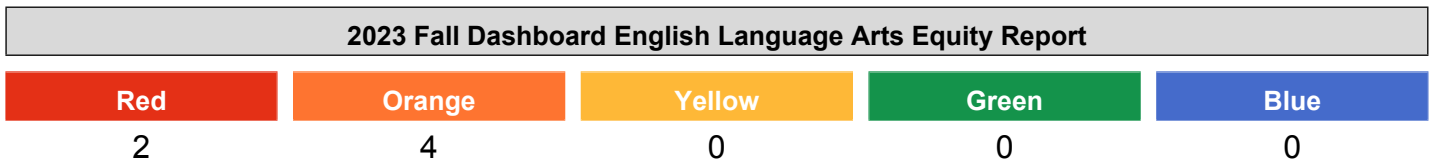## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
31.3 points below standard	75.8 points below standard	
Decreased Significantly -20.8 points	Decreased Significantly -31.3 points	1 Student
350 Students	64 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
	56.2 points below standard	90.3 points below standard
10 Students	Decreased -4.8 points	Increased Significantly +18 points
	174 Students	47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	49.8 points below standard	Less than 11 Students
78.5 points below standard	1 Student	Decreased Significantly - 80.9 points	4 Students
Decreased Significantly - 30.1 points		34 Students	
42 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	6.1 points above standard	No Performance Color	Orange
49.3 points below standard	Increased +12.3 points	0 Students	11.7 points below standard
Decreased -10.5 points	32 Students		Decreased Significantly - 16.3 points
88 Students			149 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
141.7 points below standard	21.2 points below standard	21.9 points below standard
Decreased Significantly -52.6 points	Decreased Significantly -25.6 points	Decreased Significantly -17.3 points
29 Students	35 Students	264 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students are scoring at 31.3 points below standard which is significant decrease from the previous year. Specifically, our English learners are scoring significantly lower that all students. They are 75.8 points below standard and are our lowest performing student group. When looking at race/ethnicity we notice that our African American students as well as our Hispanic students are also scoring significantly lower than all. African American students are our lowest performing race/ethnicity student group.
*Students with Disabilities and TOM races.

Supplemental intervention teacher as well as intervention groups school wide through the implementation of Universal Access.
In addition to our intervention block, teachers also implement supplemental programs such as ESGI, Education through Music, Amplify, and leveled books/book sets.
Data collection around supplemental activities could be strengthened.
Students with Disabilities may have seen an increase due to the implementation of Sonday.

Intervention teacher to provide principally directed support for English learners as well as African American students.
Additional targeted students will also benefit from the intervention teacher.

School-wide focus on literacy through the use of district support teachers by reviewing current supplemental programs. In addition, teachers will release have release days to develop a common assessment, data conversations, off-site visits of other school programs that are working.
Supplemental online programs to track and monitor data. Implementing our district funded BIA to support students in primary language support in core content areas outside of ELD.

School and Student Performance Data
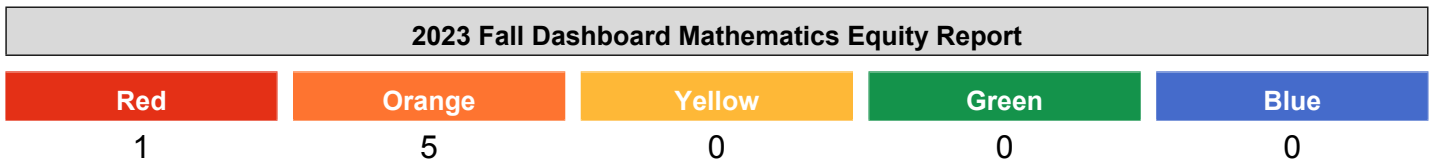
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
56 points below standard	86 points below standard	
Decreased -11.4 points	Decreased Significantly -26.8 points	1 Student
348 Students	65 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
	74.6 points below standard	108.3 points below standard
10 Students	Maintained +0.1 points	Increased Significantly +22 points
	172 Students	46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	67.3 points below standard	Less than 11 Students
110.9 points below standard	1 Student	Decreased Significantly - 87.2 points	4 Students
Decreased -14.3 points		34 Students	
42 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	38.6 points below standard	Less than 11 Students	Orange
84.3 points below standard	Increased +3 points	0 Students	29.4 points below standard
Maintained -1.6 points	31 Students		Decreased -4.2 points
88 Students			150 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.3 points below standard	39.4 points below standard	49.3 points below standard
Decreased Significantly -33.1 points	Decreased Significantly -32.7 points	Decreased -6.9 points
30 Students	35 Students	261 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 56 points below standard which was a decrease from the previous school year. Our African American students were our lowest performing student group.
African American students scored 110.9 points below standard which was a decrease from the previous school year.

Some of these students are suspended at home and/or absent. We had 3 new teachers in the testing grades. Some of these students did not master the foundation during distance learning.
We acknowledge that our middle school math block may be strengthened by having consistency as well as refining our intervention program.

We need math tutoring in foundations to help the students build their skills.
Math intervention for small groups during the school day.
Reflex computer program.

School and Student Performance Data

Academic Performance
## English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.442% making progress towards English language proficiency
Number of EL Students: 52 Students
Performance Level: 2
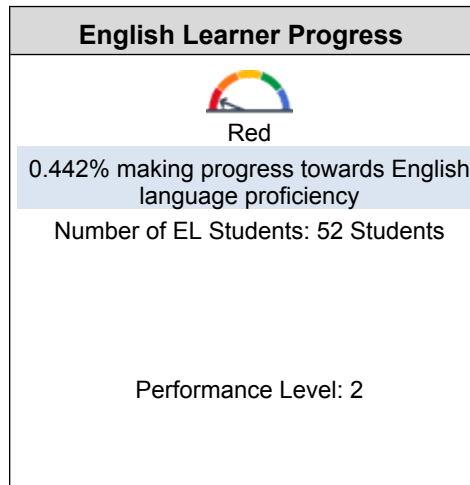
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
5	24	0	23

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

About half of our students increased by one grade level. On the other hand, half of them did not make growth. Specifically, 24 maintained ELPI level 1, 2l, 2H, 3L or 3H.
5 students decreased one level.

The number of EL's that were enrolled at various times throughout the school year was challenging. Our Designated ELD teacher was managing a large case load and we acknowledge that our designated ELD strategies can be

strengthened. In 2023-24, we did have an influx of English learners so we know we need refine our system and strategies across the board.
We have a middle school teacher who is willing to take a section to teacher ELD in the middle school schedule.

Our teachers need ELD strategies. EL achieve as a new program. Summer school at our site. Consistent enrollment.

School and Student Performance Data

Academic Performance
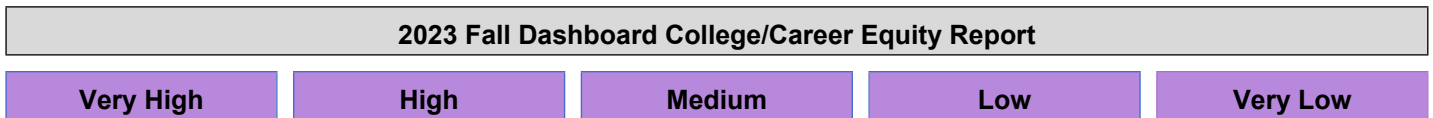## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Academic Engagement
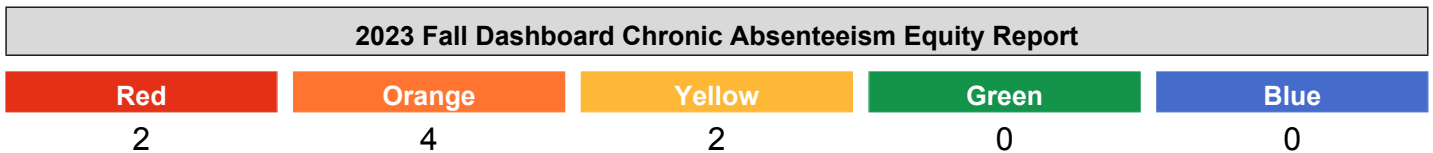## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
32.4% Chronically Absent	37.2% Chronically Absent	
Declined Significantly -6.4	Declined -7.9	1 Student
660 Students	113 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
56% Chronically Absent	Yellow	Orange
Declined -12	41.8% Chronically Absent	48.2% Chronically Absent
25 Students	Declined Significantly -9.6	Declined -6.9
	354 Students	83 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Red	Less than 11 Students
47.7% Chronically Absent	2 Students	20.3% Chronically Absent	8 Students
Declined -5.7		Increased 3.1	
86 Students		64 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Yellow
32.9% Chronically Absent	35.3% Chronically Absent	3 Students	30% Chronically Absent
Declined -19.5	Increased 4.9		Declined Significantly -3.2
149 Students	68 Students		280 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

32.4% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups were Asian and Two or More Races.
20.3% of our Asian students were chronically absent which was a significant decrease from the previous school year.
35.3 % of our students with 2 or more races were chronically absent which was an increase from the previous school year.

There are many factors that could have contributed; transportation, vacation, not feeling welcome, illness, mental health, peer challenges and lack of engagement

Focus on community building, social worker, counselor, vice principal, engagement strategies, and SCIA.
In addition, we would also needing incentives, assemblies, and check-in with the VP.
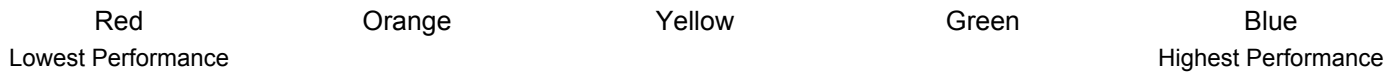
School and Student Performance Data

Academic Engagement
Graduation Rate

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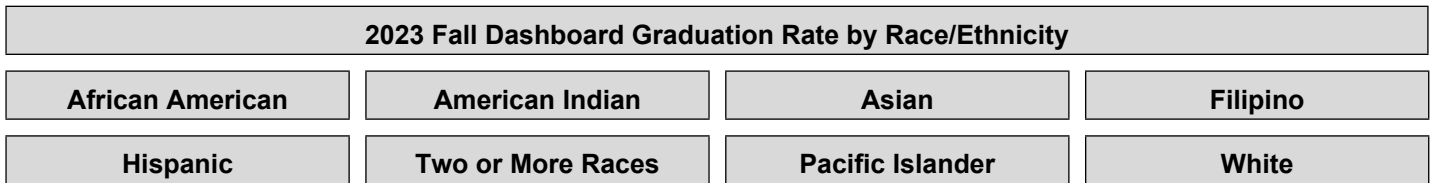
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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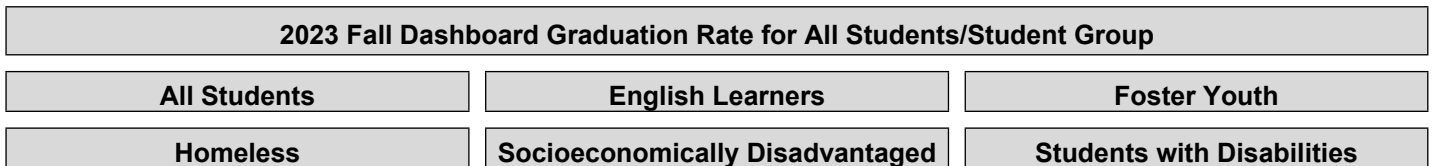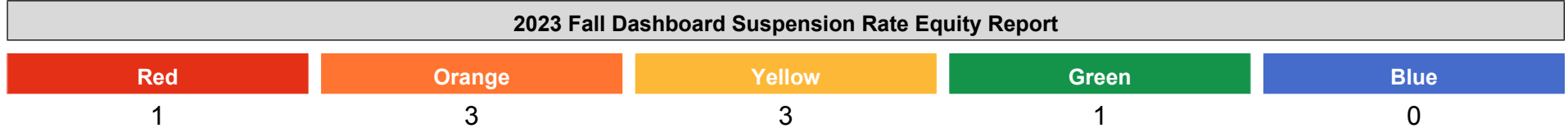
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	3	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Yellow

4.5% suspended at least one day

Declined -0.8

713 Students

English Learners

Green

2.3% suspended at least one day

Declined -0.6

128 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

15.4% suspended at least one day

Increased 11.7

26 Students

Socioeconomically Disadvantaged

Orange

6.1% suspended at least one day

Declined -0.7

391 Students

Students with Disabilities

Yellow

4.5% suspended at least one day

Declined -10.1

89 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Yellow	Less than 11 Students
9.7% suspended at least one day	2 Students	1.4% suspended at least one day	8 Students
Increased 1.3		Maintained -0.2	
93 Students		73 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	Less than 11 Students	Orange
3.1% suspended at least one day	7.2% suspended at least one day	3 Students	3.9% suspended at least one day
Declined Significantly -4.2	Declined -1.7		Increased 0.4
161 Students	69 Students		304 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

4.5% of all students were suspended at least one day which was a decline from the previous school year. Our lowest performing student group was African American students.
Our African American students has the highest suspension rate. 9.7% of our African American students were suspended at least one day which was an increase from the previous school year.

We did not have PBIS, we did not have full time vice principal, we did not have a social worker, our middle school staff changed

SEL program, PBIS, restorative practices, vice principal, counselor, social worker, campus monitor, trauma training, SCIA, consistency in our expectations, consequences and incentives.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 used iReady each trimester, report cards each trimester, text levels and CAASPP testing yearly.

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

ELA- 1st and 2nd grade reading groups daily with IA support helped the students make 40% growth in reading per iReady. Dedicated intervention groups in grades 1-5 also helped the students served to improve literacy. The student support systems in 3rd grade and 7th grade need to be improved.
Reflex math helped students improve foundational skills.

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

Literacy focus 2024-2025. IA supports and additional reading groups.

2023-24
Identified Need

ELD strategies for all staff, vice principal to support Tier II systems, math intervention, counselor, and academic focus for 24-25 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	31.3 points below standard	+3 scale score points
	English Learners	75.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	56.2 points below standard	
	Students with Disabilities	90.3 points below standard	
	African American	78.5 points below standard	
	American Indian		
	Asian	49.8 points below standard	
	Filipino		
	Hispanic	49.3 points below standard	
	Two or More Races	6.1 points above standard	
	Pacific Islander		
	White	11.7 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Math State Assessment: Change in scale score	All Students	56 points below standard	+3 scale score points
	English Learners	86 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	74.6 points below standard	
	Students with Disabilities	108.3 points below standard	
	African American	110.9 points below standard	
	American Indian		
	Asian	67.3 points below standard	
	Filipino		
	Hispanic	84.3 points below standard	
	Two or More Races	38.6 points below standard	
	Pacific Islander		
	White	29.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.442%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.73%		+4%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	School-wide focus on literacy through a comprehensive review of supplemental ELA programs.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2024-2025 school year
1.2	Targeted intervention for Math including but not limited to supplemental material and training.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2024-2025 school year
1.3	Provide supplemental material and training for explicit language development. ELD - ELAchieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2024-2025 school year

1.4	Focus on strategies for making content comprehensible for English learners. Reclassification - (GLAD, Academic vocabulary)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2024-2025 school year
1.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance rate monthly

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

Our attendance improved, we met monthly a support team. Having limited office staff was a challenge.

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

Having our clerk document and contact families. We implemented things to make our school climate welcoming such as playing music, tardy policy, morning message.

2023-24

Identified Need

We need to continue the positive school culture initiatives. Continue attendance meetings with support staff. Revisiting ideas for recognizing students/grade levels/classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	32.4% Chronically Absent	-0.5%
	English Learners	37.2% Chronically Absent	
	Foster Youth		
	Homeless	56% Chronically Absent	
	Socioeconomically Disadvantaged	41.8% Chronically Absent	
	Students with Disabilities	48.2% Chronically Absent	
	African American	47.7% Chronically Absent	
	American Indian		
	Asian	20.3% Chronically Absent	
	Filipino		
	Hispanic	32.9% Chronically Absent	
	Two or More Races	35.3% Chronically Absent	
	Pacific Islander		
	White	30% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.81%		93%
High School Dropout Rate:	N/A		N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.00%	0.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide targeted intervention for students who are chronically absent	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation		2024 - 2025 school year

		by creating attendance plans and learning what the barriers are to getting to school.	X Lowest Performing Asian and two or more races	2000-2999: Classified Personnel Salaries		
2.2		Provide incentives for students who arrive to school on time and to help increase attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1217	2024 - 2025 school year
2.3		Provide enriching middle school courses including but not limited to AVID, student government, and SAYS.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		2024 - 2025 school year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Participation rate at school events, behavior referrals, staff surveys, district climate survey results..

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

Some of our PTA school events were well attended such as movie night and skate night, other events such as sport night and dances. Class disruptions because of guest teachers in 5th, 3rd, 7/8th and 6th. eVibe was an effective program about violence prevention.

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

We will have open house and traditional back to school night based on parent feedback. Fencing project for boundaries and safety. Making some classroom space changes. Working on an integrated and restorative behavior system. Retaining the majority of our current staff.

2023-24
Identified Need

Increase positive school culture, SCIA to outreach to our families, schoolwide behavior system, voice from our unduplicated families, ELAC participation, participation in overnight field trips from our EL student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	4.5% suspended at least one day	-0.3%
	English Learners	2.3% suspended at least one day	
	Foster Youth		
	Homeless	15.4% suspended at least one day	
	Socioeconomically Disadvantaged	6.1% suspended at least one day	
	Students with Disabilities	4.5% suspended at least one day	
	African American	9.7% suspended at least one day	
	American Indian		
	Asian	1.4% suspended at least one day	
	Filipino		
	Hispanic	3.1% suspended at least one day	
	Two or More Races	7.2% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	3.9% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	60.1%		65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	61.4%		64%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Fund SCIA to make outreach phone calls to increase parent participation of school-wide activities including but limited to SSC, ELAC, and PTO.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	30418 25965	2024 - 2025 school year

	PC TBD, FTE .75. Rest out of ELO 1.07		Site Allocation 3000-3999: Employee Benefits		

3.2	Provide supplement rec aide hours to increase supervision and safety on campus.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024 - 2025 school year

3.3	Provide lunch clubs, character assemblies, and incentives to increase connectedness.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2024 - 2025 school year

3.4		All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing			

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:
Student Achievement and Implementation of Standards

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
Site counselor	23-24 school year				

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	$61,533.00

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 ($)
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$57,600.00

Subtotal of state or local funds included for this school: $61,533.00

Total of federal, state, and/or local funds for this school: $61,533.00

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	57,600	0.00
LCFF Rec Aide Allocation	3,933	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	57,600.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	34,351.00
3000-3999: Employee Benefits	25,965.00
4000-4999: Books And Supplies	1,217.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	30,418.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	25,965.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	1,217.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 2		1,217.00
Goal 3		60,316.00

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
Steven Rubens	Parent or Community Member
Susan Watkins	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 June 3rd, 2024.

Attested:

Signature	
On file	Principal, Hady Jimenez on June 3rd, 2024
[signature]	SSC Chairperson, Chris Tzimenatos on June 3rd, 2024

Budget By Expenditures

Sierra Oaks School (K-8)

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplement rec aide hours to increase supervision and safety on campus.	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academics	

LCFF Rec Aide Allocation Total Expenditures:		$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$57,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$25,965.00	Engaging Academics	
Provide incentives for students who arrive to school on time and to help increase attendance.	4000-4999: Books And Supplies	$1,217.00	Healthy Environments for Social-Emotional Growth	
Fund SCIA to make outreach phone calls to increase parent participation of school-wide activities including but limited to SSC, ELAC, and PTO. PC TBD, FTE .75. Rest out of ELO 1.07	2000-2999: Classified Personnel Salaries	$30,418.00	Engaging Academics	

LCFF Supplemental Site Allocation Total Expenditures:		$57,600.00		
LCFF Supplemental Site Allocation Allocation Balance:		$0.00		
Sierra Oaks School (K-8) Total Expenditures:		$61,533.00		