School Year: **2025-26**

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 28, 2025	June 24,2025

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

X 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).

Sierra Oaks 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).

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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

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 had an ELAC meeting on May 15, 2025 and discussed the needs for our multilingual learners. SSC met on April 4t, 2025and discussed our iReady data and area of improvement and possible funds. Met with site leadership team 3/31/25 and created a form with all the program to gather feedback. Discussed with staff the date and our current academic supports during our staff meeting on April 24, 2025.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
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

Student 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	8.1%		4.44%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
619	**51.1%**	**18.1%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	18.1%
Foster Youth	0	0.0%
Homeless	15	2.4%
Socioeconomically Disadvantaged	316	51.1%
Students with Disabilities	68	11%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	60	9.7%
American Indian	0	0.0%
Asian	73	11.8%
Filipino	8	1.3%
Hispanic	152	24.6%
Two or More Races	65	10.5%
Pacific Islander	4	0.6%
White	257	41.5%

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
41.0 points below standard	94.7 points below standard	Less than 11 Students
Declined 9.7 points	Declined 18.9 points	5 Students
365 Students	83 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	104.8 points below standard	64.5 points below standard
0 Students	12 Students	Declined 8.4 points
		203 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
105.5 points below standard	83.8 points below standard	0 Students
Declined 15.2 points	Declined 5.3 points	
47 Students	33 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
61.9 points below standard	Less than 11 Students	66.5 points below standard
Declined 12.1 points	5 Students	Declined 17.2 points
51 Students		88 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
0.0 points below standard	Less than 11 Students	29.6 points below standard
Declined 6.1 points	2 Students	Declined 17.9 points
40 Students		151 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.

The 2024 Dashboard data reveals that **all students scored an average of 41.0 points below the standard** in ELA, reflecting a **decline of 9.7 points** from the previous year.
Key subgroups showed significant gaps:

* **African American students scored 83.8 points below standard**, with a **decline of 5.3 points**.
* **English Learners scored 94.7 points below standard**, declining **18.9 points**.
* **Students with Disabilities scored 105.5 points below standard**, declining **15.2 points**.
* **Hispanic students scored 66.5 points below standard**, declining **17.2 points**.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While the SPSA included targeted intervention groups, tutoring, science of reading professional learning, these strategies did not sufficiently mitigate the performance declines among these subgroups. Our ELL population increased.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Expand and tailor intervention programs to specifically address gaps for African American students, English Learners, and Students with Disabilities.

Enhance teacher training in differentiated instruction and culturally responsive teaching.
Implement CKLA/Amplify literacy program and assess students in grades K-8 for ELA using DIBELS and analyze the data in grade level collaboration.
The goal is to align foundational skills and common assessments.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	2	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
65.5 points below standard	100.5 points below standard	Less than 11 Students
Declined 9.6 points	Declined 14.5 points	5 Students
369 Students	90 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	151.2 points below standard	87.7 points below standard
0 Students	14 Students	Declined 13.1 points
		208 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
90.4 points below standard	106.8 points below standard	0 Students
Increased 18.0 points	Increased 4.2 points	
47 Students	32 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
60.7 points below standard	Less than 11 Students	93.8 points below standard
Increased 6.6 points	5 Students	Declined 9.6 points
47 Students		87 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
36.2 points below standard	Less than 11 Students	48.4 points below standard
Maintained 2.4 points	4 Students	Declined 18.9 points
39 Students		155 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.

The 2024 Dashboard data reveals that **all students scored an average of 65.5 points below the standard** in Math, reflecting a **decline of 9.6 points** from the previous year.
Key subgroups showed significant gaps:

* **African American students scored 106.8 points below standard**, with an **increase of 4.2 points**.
* **English Learners scored 100.5 points below standard**, declining **14.5 points**.
* **Students with Disabilities scored 90.4 points below standard**, but **increased by 18.0 points**.
* **Hispanic students scored 93.8 points below standard**, declining **9.6 points**.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Previous strategies, such as Reflex Math and small group interventions, showed limited impact for certain subgroups but moderate success for others (e.g., Students with Disabilities).

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Strengthen math foundational skills through expanded tutoring and targeted small group interventions.
Some teachers will be participating building thinking classrooms and others piloting a new math program. Supplemental materials and supplies will be needed to implement this action.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
51.9% making progress.	making progress.
Number Students: 79 Students	Number Students: 5 Students

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.

2024 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
10.1%	38%	2.5%	49.4%

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

Looking at our ELPI groups, the greatest growth was seen in the percentage of English Learners who progressed at least one ELPI level, with 49.4% showing measurable advancement. This contributed to an overall 51.9% of English Learners making progress, earning a Green performance level on the 2024 Fall Dashboard — a positive indicator of movement toward English language proficiency.

However, an area for improvement is the 38.0% of English Learners who remained at lower ELPI levels (Levels 1 through 3H), which suggests a significant portion of students are not yet advancing. Additionally, 10.1% of students decreased by one ELPI level, which raises concern and highlights the need for targeted intervention for students struggling to maintain or improve their English proficiency levels.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Focused on language development as a schoolwide priority – There may have been a collective recognition that English Learners needed more intentional support.

Believed in asset-based thinking – Staff likely acknowledged the strengths EL students bring and aimed to build on them.

What We Did:
Implemented targeted language instruction – small group instruction, or use of designated ELD curricula may have helped nearly half of the students progress.

Used data to inform instruction – Regular progress monitoring might have helped tailor supports for students nearing the next ELPI level.

Collaborated across teams – Teachers, support staff, and administrators may have worked together to identify and address EL student needs.

What We Felt:
Motivated and hopeful about student growth, especially as progress became visible.

Frustrated at times when some students did not show growth, especially those remaining in lower ELPI levels.

Determined to ensure more equitable access to grade-level content for all English Learners. The goal to be trained in EL Achieve and add another section of ELD for 6-8 grade.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel

Work collaboratively with ELD teachers and ELD dept. support for struggling EL students and mentor teachers in effective strategies.

Counselors or Social-Emotional Support Staff: To address non-academic barriers affecting language development, such as attendance or trauma.

Programs and Services
After-School or Extended Learning Programs: Focused on language development and academic vocabulary in a supportive, smaller setting.

Designated ELD Curriculum: High-quality materials that differentiate instruction based on ELPI levels.

Family Engagement Programs: Multilingual outreach and training to help families support language learning at home.

We now have an additional ELD teacher.

Working closely with the ELD department for supports with integrated ELD.

Materials and Supplies
Scaffolded Academic Resources: Leveled texts, sentence frames, visual aids, and graphic organizers to make content accessible.

Digital Language Tools: Programs like Lexia, that adapt to students' individual levels and provide practice beyond the classroom. Also the translation services and Chromebook/iPad access for all students.

Assessment: Time to complete ELPACe and not cancel ELD groups.
EL Achieve materials.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
28.6% Chronically Absent	32.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 3.8	Declined 4.7	6 Students
685 Students	163 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	57.7% Chronically Absent	34.6% Chronically Absent
2 Students	Increased 1.7	Declined 7.2
	26 Students	396 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
39.5% Chronically Absent	44.4% Chronically Absent	0 Students
Declined 8.7	Declined 3.2	
81 Students	63 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
20% Chronically Absent	Fewer than 11 students - data not displayed for privacy	29.1% Chronically Absent
Maintained 0.3	8 Students	Declined 3.8
100 Students		165 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Yellow
36.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	26.4% Chronically Absent
Increased 1.1	7 Students	Declined 3.6
66 Students		276 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.

Based on the most recent chronic absenteeism data, the lowest-performing student group on the Dashboard is students identified as "Two or More Races," with a chronic absenteeism rate of 36.4% and a red performance level, indicating increased absenteeism. Additionally, both African American students (44.4%) and Students with Disabilities (39.5%) are flagged at the orange level and have some of the highest absenteeism rates across all groups, despite showing slight declines. Although English Learners (32.5%) and Socioeconomically Disadvantaged students (34.6%) are categorized as yellow, their rates are still significantly above the overall schoolwide average of 28.6% and represent areas of concern. Most alarming is the Homeless student group, with a chronic absenteeism rate of 57.7%—the highest of all groups—though no performance color is assigned due to the small group size. These students face unique and often more complex barriers, making them a top priority despite the lack of formal Dashboard classification. In comparison, 28.6% of all students were chronically absent which was a decrease of 3.8 from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on the past year, several factors may have contributed to these chronic absenteeism rates among our most vulnerable student groups. While staff likely recognized attendance as a concern, systemic challenges such as limited staffing and competing academic priorities may have delayed or diluted direct attendance interventions. There may have been a perception that absenteeism, especially among homeless or socioeconomically disadvantaged students, was largely out of the school's control due to external factors like housing instability, transportation issues, or family health concerns. Though staff were likely empathetic and concerned, efforts to improve attendance may have lacked

coordination or consistent follow-through. Communication gaps with families, particularly those who are English Learners, could have also played a role in missed opportunities for early intervention. In some cases, the feeling of frustration or helplessness may have overshadowed proactive problem-solving, particularly when facing deeply rooted inequities impacting student attendance.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address chronic absenteeism among the lowest-performing student groups, a multi-tiered approach with targeted resources is essential. Personnel such as our attendance clerk, social worker, and counselor are crucial for building trust with families, conducting outreach, and addressing both logistical and emotional barriers to attendance. Programs that provide wraparound services—such as transportation assistance, access to basic needs, and referrals to community agencies—can be especially impactful for homeless and foster youth. Having a team and our VP create personalized intervention plans that can flag at-risk students before absenteeism becomes chronic. For English Learners and their families, access to multilingual communication tools and culturally responsive engagement strategies are critical. Finally, offering positive incentives for improved attendance and consistent recognition of student effort can help shift school climate and promote better habits. These combined efforts can provide a foundation for more equitable attendance outcomes.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	3	0	0	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	No Performance Color
7.3% suspended at least one day	2.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.8%	Increased 0.5%	6 Students
716 Students	173 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	15.4% suspended at least one day	8.6% suspended at least one day
3 Students	Maintained 0%	Increased 2.5%
	26 Students	417 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
8.3% suspended at least one day	15.9% suspended at least one day	0 Students
Increased 3.8%	Increased 6.3%	
84 Students	69 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
2.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.2% suspended at least one day
Increased 1.3%	8 Students	Increased 1.1%
111 Students		168 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
13.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	7% suspended at least one day
Increased 6%	8 Students	Increased 3.1%
68 Students		284 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.

The suspension rate for all students increased to 7.3% from 4.5% in the prior year, with stark disparities among subgroups:
African American students: 15.9% suspended, increasing by 6.3%.
Two or More Races: 13.2% suspended, increasing by 6%.
Socioeconomically Disadvantaged students: 8.6% suspended, increasing by 2.5%.
8.3% of our students with disabilities were suspended at least one day which was an increase of 3.8 from the previous school year.
7% of our white students were suspended at least one day which was an increase of 3.1% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Previous SPSA strategies, such as implementing PBIS and restorative practices, were inconsistently applied due to limited staffing and resources.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Increase professional development for staff on Tier 1 and Tier 2 behavior supports.
Expand counseling and social work services to support students with behavioral challenges.

Strengthen partnerships with families to foster trust and reduce disciplinary issues.
Implement community circles and social emotional skills program schoolwide.

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: 2024-25

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, ELPAC and CAASPP testing yearly.

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

Our professional development was literacy. Many teachers were LETRS trained. All staff learned about the science of reading. We have 3 intervention teachers working with our primary grades on ELA. We have teachers using UFLI for ELA lessons. While the SPSA included interventions such as supplemental literacy programs, and targeted intervention groups, these strategies did not sufficiently mitigate the performance declines among these subgroups

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

We will continue with our literacy focus. We will pilot a supplemental ELA program. We will also be implementing a schedule with universal access for grade level band in an effort to provide small group instrution/ELD services, SpEd and intervention.

2025-26

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	41.0 points below standard	+3 scale score points
	English Learners	94.7 points below standard	
	Foster Youth		
	Homeless	104.8 points below standard	
	Socioeconomically Disadvantaged	64.5 points below standard	
	Students with Disabilities	105.5 points below standard	
	African American	83.8 points below standard	
	American Indian		
	Asian	61.9 points below standard	
	Filipino		
	Hispanic	66.5 points below standard	
	Two or More Races	0.0 points below standard	
	Pacific Islander		
	White	29.6 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Math State Assessment: Change in scale score	All Students: 65.5 points below standard English Learners: 100.5 points below standard Foster Youth Homeless: 151.2 points below standard Socioeconomically Disadvantaged: 87.7 points below standard Students with Disabilities: 90.4 points below standard African American: 106.8 points below standard American Indian Asian: 60.7 points below standard Filipino Hispanic: 93.8 points below standard Two or More Races: 36.2 points below standard Pacific Islander White: 48.4 points below standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.9%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.44%	+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	Planning and collaboration time to implement Universal Access for ELA.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7,500	2025-2026 school year
1.2	Targeted intervention for Math including but not limited to supplemental material.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11,000	2025-2026 school year
1.3	Provide supplemental material and training for explicit language development. ELD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	2025-2026 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	2,500	2025-2026 school year
1.5	Online intervention, including but not limited to subscriptions for both ELA and/or Math.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,320	2025-2026 school year
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				
1.9		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: 2024-25

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 as support team. Having limited office staff and social workers was a challenge. Having a SCIS was a community builder.

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

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

2025-26

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 2024-25		Expected Outcome 2025-26
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	28.6% Chronically Absent	-0.5%
	English Learners	32.5% Chronically Absent	
	Foster Youth		
	Homeless	57.7% Chronically Absent	
	Socioeconomically Disadvantaged	34.6% Chronically Absent	
	Students with Disabilities	39.5% Chronically Absent	
	African American	44.4% Chronically Absent	
	American Indian		
	Asian	20% Chronically Absent	
	Filipino		
	Hispanic	29.1% Chronically Absent	
	Two or More Races	36.4% Chronically Absent	
	Pacific Islander		
	White	26.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.9%		93%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	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	All Students English Learners Low-Income Students	LCFF Supplemental	2,500	2025 - 2026 school year

	chronically absent by creating attendance plans and learning what the barriers are to getting to school by providing extra hours for clerk.	Foster Youth X Lowest Performing Two or more races	Site Allocation 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	2,000	2025 - 2026 school year
2.3	Provide enriching middle school courses including but not limited to AVID, student government, and SAYS, GLGO.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,200	2025 - 2026 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: 2024-25

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. eVibe was an effective program about violence prevention. Fencing for boundaries. Community circle reminders and materials for staff.

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

We are getting new surveillance system and adding time to our male campus monitor during arrival and dismissal

2025-26

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 2024-25		Expected Outcome 2025-26
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	7.3% suspended at least one day	-0.3%
	English Learners	2.9% suspended at least one day	
	Foster Youth		
	Homeless	15.4% suspended at least one day	
	Socioeconomically Disadvantaged	8.6% suspended at least one day	
	Students with Disabilities	8.3% suspended at least one day	
	African American	15.9% suspended at least one day	
	American Indian		
	Asian	2.7% suspended at least one day	
	Filipino		
	Hispanic	4.2% suspended at least one day	
	Two or More Races	13.2% suspended at least one day	
	Pacific Islander		
	White	7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.0%		65%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	57.1%	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).	5%	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	Schoolwide SEL program Tier 1 behavioral skills	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, Students with Disabilities, Two or more races, and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	2025 - 2026 school year
3.2	Provide supplement rec aide and campus monitor 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 LCFF Supplemental	4,130 8,000	2025 - 2026 school year

			Site Allocation 2000-2999: Classified Personnel Salaries		
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	5,000	2025 - 2026 school year
3.4	Cultural Fair to promote the diversity and inclusion of parents and students of our school. Will in part, target parents of unduplicated students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,500	2025 - 2026 school year
3.5	Implement Coffee with the Principal to enhance Parent and Community engagement.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,500	2025 - 2026 school year

3.6		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	25-26				
Provide explicit language development instruction	25-26	ELD teacher			
Provide primary language support for our Emerging bilingual students in Farsi/Dari	25-26	0.75 FTE BIA			

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
Provide support to students and families to decrease barriers with mental health needs.	25-26	MTSS Social Worker			

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
Provide supplemental safety to whole campus	25-26	Campus Monitor			

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$63,650.00

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	$4,130.00
LCFF Supplemental Site Allocation	$59,520.00

Subtotal of state or local funds included for this school: $63,650.00

Total of federal, state, and/or local funds for this school: $63,650.00

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	59,520	0.00
LCFF Rec Aide Allocation	4,130	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	59,520.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	14,630.00
4000-4999: Books And Supplies	36,200.00
5000-5999: Services And Other Operating Expenditures	5,320.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,820.00
Goal 2	6,700.00
Goal 3	28,130.00

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hady Jimenez-Chrostowski	Principal
	Other School Staff
	Classroom Teacher
Teres Mugnaini	Classroom Teacher
Jenny Vella	Classroom Teacher
Christine Bonfantine	Parent or Community Member
Chelsea Kelley	Parent or Community Member
Barrett Snider	Parent or Community Member
Laura Zuckerman	Parent or Community Member
Jodi Mulligan-Pfile	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
	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:

	Principal, Hady Jimenez on June 3rd, 2024
	SSC Chairperson, Chris Tzimenatos on June 3rd, 2024

Budget By Expenditures

Sierra Oaks School (K-8)

Funding Source: LCFF Rec Aide Allocation — $4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplement rec aide and campus monitor hours to increase supervision and safety on campus.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academics	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation — $59,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide lunch clubs, character assemblies, and incentives to increase connectedness.	4000-4999: Books And Supplies	$5,000.00	Engaging Academics	
Cultural Fair to promote the diversity and inclusion of parents and students of our school. Will in part, target parents of unduplicated students.	4000-4999: Books And Supplies	$4,500.00	Engaging Academics	
Implement Coffee with the Principal to enhance Parent and Community engagement.	4000-4999: Books And Supplies	$4,500.00	Engaging Academics	
	2000-2999: Classified Personnel Salaries	$8,000.00	Engaging Academics	
Planning and collaboration time to implement Universal Access for ELA.	1000-1999: Certificated Personnel Salaries	$7,500.00	Connected School Communities	
Targeted intervention for Math including but not limited to supplemental material.	4000-4999: Books And Supplies	$11,000.00	Connected School Communities	

Sierra Oaks School (K-8)

Provide supplemental material and training for explicit language development. ELD	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Focus on strategies for making content comprehensible for English learners. Reclassification - (GLAD, Academic vocabulary)	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Online intervention, including but not limited to subscriptions for both ELA and/or Math.	5000-5999: Services And Other Operating Expenditures	$5,320.00	Connected School Communities
Provide targeted intervention for students who are chronically absent by creating attendance plans and learning what the barriers are to getting to school by providing extra hours for clerk.	2000-2999: Classified Personnel Salaries	$2,500.00	Healthy Environments for Social-Emotional Growth
Provide incentives for students who arrive to school on time and to help increase attendance.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth
Provide enriching middle school courses including but not limited to AVID, student government, and SAYS, GLGO.	4000-4999: Books And Supplies	$2,200.00	Healthy Environments for Social-Emotional Growth
Schoolwide SEL program Tier 1 behavioral skills	4000-4999: Books And Supplies	$2,000.00	Engaging Academics

LCFF Supplemental Site Allocation Total Expenditures:	$59,520.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Sierra Oaks School (K-8) Total Expenditures:	$63,650.00