



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 Middle School	39685696041925	10/15/2025	October 22, 2025

Purpose and Description

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

Schoolwide Program

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

The Sierra school plan is aligned with the Lincoln Unified LCAP goals to provide appropriate and equitable academic instruction for all students. As a school we strive to have all programs be academically excellent, developmentally responsive, and socially equitable. The school uses a variety of indicators to determine progress and academic success. Students are assessed yearly using the Smarter Balanced Assessment, assessed three times a year using i Ready and content teams work together to identify power standards and use common assessments approximately every five weeks. These goals include increasing the percentage of students who are at grade level or higher in English Language Arts and in math. Sierra has a specific goal of increasing the number of English Learners to be reclassified as fluent English speakers. Our expectation is to provide a safe environment for students and clear communication with families. If students need additional support, they have the opportunity for Targeted Instruction assistance, staff push in help, before and after school tutoring opportunities, and services connected to IEP's and 504s. This school plan will help guide the Sierra school community by establishing specific academic and emotional goals for our students.

Goal 1: All students will be provided engaging, rigorous, standards based quality instruction in English Language Arts..

Goal 2: All students will be provided engaging, rigorous, standards based quality instruction in math.

Goal 3: All English Learners will be provided engaging, rigorous, standards based quality instruction targeted to their specific needs..

Goal 4: All students will have access to a safe and supportive school culture that promotes a welcoming school environment.

Goal 5: Sierra families will have effective communication with school and be a part of creating a safe and engaging learning environment for students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Sierra Middle School uses the Youth Truth Survey to collect information from our school community. The survey collects information from our students, parents, and staff. Results are shared with staff, School Site Council, English Language Advisory Committee and students. The greatest need identified for our students was Relationships and Engagement. These results are shared with the School Site Council, English Language Advisory Committee, staff and students. An overview is shared via Parentsquare with all families.

Classroom Observations

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

Classroom observations and walk through observations are used at Sierra Middle School. Teachers have anywhere from four to six formal observations. Walk through observations that range from five to seven minutes in length and happen approximately every two weeks in each classroom. From these observations it was clear lessons were well planned and students were engaged with learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Sierra has used CAASPP and I Ready assessments to help guide our instruction. Sierra has worked with the Orenda consulting agency to identify needs of concern and identify common assessments for staff. Content teams identify power standards and develop common assessments to analyze students work approximately every 5 weeks. Teachers will use this data to modify and drive instruction for students. English Language Arts and math teachers are reviewing the California standards frameworks to identify key standards and instructional claims to help provide rigorous grade level lessons for students. As a site we have identified the need to have a higher percentage of students at grade level in English language arts and math.

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

Content teams meet on a regular basis to plan, develop common assessments and evaluate student work. Math teachers are receiving on-going I ready curriculum training to reshape lessons and develop formative assessment to enhance learning.

English Language Arts and core teachers are using Reading Apprenticeship strategies to teach a deeper understanding of text. Teachers will use on -going quick writes to give updated feedback to students and using rubrics for larger writing assessments to help guide students through the writing process. On-going analysis will continue at the site to best meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sierra is meeting the requirements for highly qualified staff.

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

Sierra teachers have access to SBE instructional materials and students are taught using standards-aligned curriculum.

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

Sierra staff uses board approved curriculum that is aligned to content standards.

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

Sierra teachers have on-going opportunities for instructional assistance and support. This includes professional development and collaboration time.

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

Teachers have times on specific Mondays throughout the year to collaborate as a site and with their content team. The district provides District Wide Collaboration time approximately every six weeks. Teachers also receive 5 Professional Development days throughout the year.

Teaching and Learning

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

Sierra staff has aligned curriculum to performance standards.

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

Sierra follows all instructional minutes for each content area.

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

Sierra offers intervention courses for students in need and provides before and after school opportunities for student intervention.

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

There are appropriate standards based instructional materials for all students.

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

Sierra teachers are using standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

All teachers provide differentiation for students to provide learning opportunities for individual student learning.

Evidence-based educational practices to raise student achievement

Sierra uses evidence based educational practices and district approved curriculum like i Ready, Study Sync and Reading Apprenticeship practices to help raise student achievement.

Parental Engagement

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

Sierra has a School Site Council, an English Learning Advisory Council, and which are comprised of both staff and parents..Students needing additional help may qualify for a Targeted Instruction class to assist in learning. Sierra follows students IEP and 504 plans to help assist individual needs of students. Sierra offers before and after school programs to help students. Sierra also provides a school pantry with food for students and a clothes closet to support families in need.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Sierra receives feedback from all groups of our school community to help guide, plan, and implement programs for our school.

Funding

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

Sierra receives Title One money to help underperforming students.

Fiscal support (EPC)

Sierra receives state and federal money to help support student learning.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sierra Middle School holds monthly meetings with School Site Council and English Language Advisory teams throughout the school year to share information and to hear from our school community to improve our school site. These groups have the opportunity to provide feedback and make suggestions on how to improve school programs. The school values direct feedback from our educational partners.

Resource Inequities

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

For the 2025-2026 year, there are no resource inequities identified for Sierra Middle School.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.17%	%	0.34%	1		2
African American	10.14%	10.31%	10.66%	58	60	63
Asian	8.04%	6.70%	7.45%	46	39	44
Filipino	1.57%	1.55%	1.35%	9	9	8
Hispanic/Latino	56.64%	58.93%	57.36%	324	343	339
Pacific Islander	0.35%	0.34%	0.51%	2	2	3
White	16.96%	15.81%	16.58%	97	92	98
Two or More Races	6.12%	6.36%	5.58%	35	37	33
Not Reported	0%	%	0.17%	0		1
Total Enrollment				572	582	591

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	318	290	309
Grade 8	254	292	282
Total Enrollment	572	582	591

Conclusions based on this data:

1. Sierra is fortunate to have a diverse population of students.
2. Our staff needs to insure we are prepared and able to meet the needs of all of these groups.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	65	60	58	11.4%	10.3%	9.8%
Fluent English Proficient (FEP)	57	68	77	10.0%	11.7%	13.0%

Conclusions based on this data:

1. Sierra should have in place adequate core effective strategies to differentiate instruction for our EL population.
2. Twenty-two percent of our students is a significant number of students of our total population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*					
Grade 7	240	308	286	235	303	276	234	302	276	97.9	98.4	96.5
Grade 8	275	250	279	263	246	268	262	245	268	95.6	98.4	96.1
All Grades	518	558	565	501	549	544	499	547	544	96.7	98.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*			*			*		
Grade 7	2556.	2539.	2547.	14.96	11.59	14.49	37.18	36.09	37.32	26.92	27.15	27.54	20.94	25.17	20.65
Grade 8	2568.	2558.	2543.	14.89	14.69	8.21	36.64	34.69	35.82	28.63	24.49	27.24	19.85	26.12	28.73
All Grades	N/A	N/A	N/A	14.83	12.98	11.40	36.87	35.47	36.58	27.86	25.96	27.39	20.44	25.59	24.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	16.67	12.62	14.13	65.81	67.77	67.75	17.52	19.60	18.12
Grade 8	18.77	16.73	15.30	59.77	56.33	55.60	21.46	26.94	29.10
All Grades	17.67	14.47	14.71	62.45	62.64	61.76	19.88	22.89	23.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	23.28	16.33	22.10	58.19	57.33	54.35	18.53	26.33	23.55
Grade 8	26.05	20.00	13.81	53.26	54.69	53.73	20.69	25.31	32.46
All Grades	24.60	17.98	18.01	55.65	56.15	54.04	19.76	25.87	27.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	8.97	11.30	8.33	80.34	80.07	75.00	10.68	8.64	16.67
Grade 8	9.92	14.29	9.70	77.10	69.39	74.63	12.98	16.33	15.67
All Grades	9.42	12.64	9.01	78.56	75.27	74.82	12.02	12.09	16.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	16.67	15.61	21.74	69.23	66.11	63.41	14.10	18.27	14.86
Grade 8	21.46	19.59	14.18	62.07	66.12	68.28	16.48	14.29	17.54
All Grades	19.08	17.40	18.01	65.66	66.12	65.81	15.26	16.48	16.18

Conclusions based on this data:

1. Sierra students have consistently scored lower in the listening portion of the ELA assessment.
2. Our staff will identify this need and develop lessons to try and correct low scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*					
Grade 7	240	307	285	230	302	275	229	302	275	95.8	98.4	96.5
Grade 8	275	250	279	261	244	269	261	243	269	94.9	97.6	96.4
All Grades	518	557	564	494	546	544	493	545	544	95.4	98.0	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*			*			*		
Grade 7	2512.	2505.	2512.	10.48	8.61	10.91	20.96	19.21	20.73	27.07	31.46	32.00	41.48	40.73	36.36
Grade 8	2504.	2503.	2502.	10.34	9.88	6.69	12.26	16.46	16.36	25.29	16.87	27.51	52.11	56.79	49.44
All Grades	N/A	N/A	N/A	10.34	9.17	8.82	16.23	17.98	18.57	26.17	24.95	29.78	47.26	47.89	42.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	13.16	11.63	11.64	47.81	46.84	51.64	39.04	41.53	36.73
Grade 8	11.11	7.82	6.69	42.91	44.03	46.10	45.98	48.15	47.21
All Grades	11.99	9.93	9.19	45.12	45.59	48.90	42.89	44.49	41.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	10.04	10.93	12.00	59.83	55.30	55.27	30.13	33.77	32.73
Grade 8	11.88	10.70	7.43	55.17	50.21	60.22	32.95	39.09	32.34
All Grades	10.95	10.83	9.74	57.40	53.03	57.72	31.64	36.15	32.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*			*			*		
Grade 7	11.79	10.26	7.64	65.07	63.25	65.45	23.14	26.49	26.91
Grade 8	6.13	9.47	8.18	63.98	61.32	59.85	29.89	29.22	31.97
All Grades	8.72	9.91	7.90	64.50	62.39	62.68	26.77	27.71	29.41

Conclusions based on this data:

1. Less than 30% of students meeting standards in math.
2. Sierra will work with district LEAP to analyze math framework and identify power standards to address with students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1545.3	1550.2	1524.6	1541.3	1555.3	1522.7	1548.9	1544.5	1526.0	29	30	28
8	1569.4	1583.5	1524.0	1562.1	1600.4	1530.5	1576.3	1566.3	1517.2	32	28	21
All Grades										62	58	49

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	27.59	50.00	25.00	44.83	20.00	32.14	24.14	16.67	21.43	3.45	13.33	21.43	29	30	28
8	28.13	53.57	23.81	56.25	32.14	33.33	12.50	7.14	19.05	3.13	7.14	23.81	32	28	21
All Grades	27.42	51.72	24.49	51.61	25.86	32.65	17.74	12.07	20.41	3.23	10.34	22.45	62	58	49

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	44.83	60.00	35.71	41.38	16.67	32.14	10.34	13.33	14.29	3.45	10.00	17.86	29	30	28
8	34.38	75.00	33.33	59.38	17.86	38.10	3.13	0.00	4.76	3.13	7.14	23.81	32	28	21
All Grades	38.71	67.24	34.69	51.61	17.24	34.69	6.45	6.90	10.20	3.23	8.62	20.41	62	58	49

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.34	26.67	26.67	37.93	30.00	30.00	37.93	20.00	20.00	13.79	23.33	23.33	29	30	30
8	18.75	10.71	10.71	40.63	53.57	53.57	34.38	17.86	17.86	6.25	17.86	17.86	32	28	28
All Grades	14.52	18.97	18.97	40.32	41.38	41.38	35.48	18.97	18.97	9.68	20.69	20.69	62	58	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.14	23.33	25.00	85.71	63.33	57.14	7.14	13.33	17.86	28	30	28
8	18.75	35.71	42.86	71.88	57.14	23.81	9.38	7.14	33.33	32	28	21
All Grades	13.11	29.31	32.65	78.69	60.34	42.86	8.20	10.34	24.49	61	58	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	65.52	70.00	57.14	31.03	16.67	21.43	3.45	13.33	21.43	29	30	28
8	56.25	89.29	61.90	43.75	3.57	9.52	0.00	7.14	28.57	32	28	21
All Grades	61.29	79.31	59.18	37.10	10.34	16.33	1.61	10.34	24.49	62	58	49

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	20.69	30.00	7.14	44.83	33.33	60.71	34.48	36.67	32.14	29	30	28
8	28.13	28.57	14.29	46.88	50.00	33.33	25.00	21.43	52.38	32	28	21
All Grades	24.19	29.31	10.20	46.77	41.38	48.98	29.03	29.31	40.82	62	58	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	20.69	23.33	10.71	75.86	60.00	64.29	3.45	16.67	25.00	29	30	28
8	15.63	7.14	0.00	84.38	78.57	80.95	0.00	14.29	19.05	32	28	21
All Grades	17.74	15.52	6.12	80.65	68.97	71.43	1.61	15.52	22.45	62	58	49

Conclusions based on this data:

1. As a site we need to focus on writing strategies for our EL students.

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.

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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
582	71.5%	10.3%	0.0%
Total Number of Students enrolled in Sierra Middle 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	60	10.3%
Foster Youth	0	0.0%
Homeless	31	5.3%
Socioeconomically Disadvantaged	416	71.5%
Students with Disabilities	57	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	10.3%
American Indian	0	0.0%
Asian	39	6.7%
Filipino	9	1.5%
Hispanic	343	58.9%
Two or More Races	37	6.4%
Pacific Islander	2	0.3%
White	92	15.8%

Conclusions based on this data:

1. Sierra has a diverse student population.

School and Student Performance Data

Overall Performance






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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Sierra needs to decrease suspension rate.
2. Sierra needs to improve chronic absenteeism.
3. Sierra needs to increase academic learning in English language arts, math, and overall proficiency for English Learners.

School and Student Performance Data

Academic Performance English Language Arts

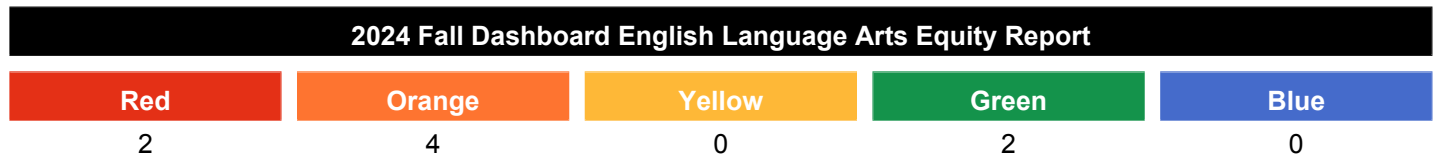
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>12.8 points below standard</div> <div>Declined 3.2 points</div> <div>541 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>74.3 points below standard</div> <div>Declined 11.8 points</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>81.9 points below standard</div> <div>Maintained 2.8 points</div> <div>46 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>43.9 points below standard</div> <div>Increased 3.9 points</div> <div>27 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>28.7 points below standard</div> <div>Maintained 0.5 points</div> <div>385 Students</div>

Students with Disabilities  Red 123.1 points below standard Declined 14.7 points 57 Students	African American  Orange 49.2 points below standard Declined 7.6 points 53 Students	American Indian  No Performance Color 0 Students
Asian  Green 33.0 points above standard Maintained 1.0 points 39 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Orange 26.3 points below standard Maintained 0.9 points 322 Students
Two or More Races  Orange 16.0 points below standard Declined 19.2 points 33 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 33.9 points above standard Increased 5.3 points 84 Students

Conclusions based on this data:

1. Sierra has multiple areas of focus which include: ELA skills for students with disabilities, SES, English Learners, Hispanic and African students.

School and Student Performance Data

Academic Performance Mathematics

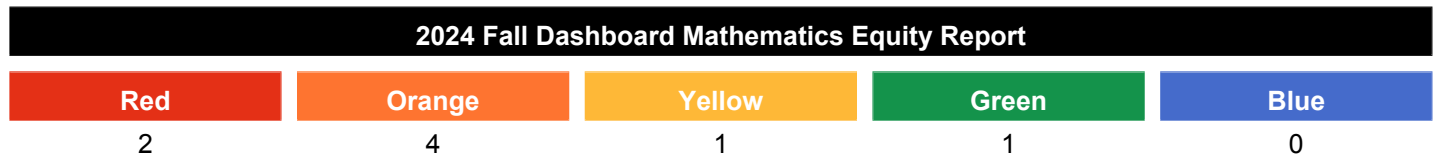
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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		
<div>All Students</div> <div> Orange</div> <div>68.2 points below standard</div> <div>Maintained 0.8 points</div> <div>539 Students</div>	<div>English Learners</div> <div> Red</div> <div>114.1 points below standard</div> <div>Maintained 2.1 points</div> <div>68 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>135.1 points below standard</div> <div>Maintained 1.0 points</div> <div>44 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>92.2 points below standard</div> <div>Declined 11.2 points</div> <div>29 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>84.4 points below standard</div> <div>Maintained 1.6 points</div> <div>384 Students</div>

Students with Disabilities  Red 185.8 points below standard Declined 24.9 points 57 Students	African American  Orange 107.9 points below standard Increased 9.3 points 53 Students	American Indian  No Performance Color 0 Students
Asian  Green 11.0 points below standard Increased 29.7 points 39 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Orange 82.1 points below standard Maintained 2.2 points 321 Students
Two or More Races  Yellow 66.0 points below standard Increased 8.3 points 33 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 29.4 points below standard Declined 5.5 points 84 Students

Conclusions based on this data:

1. Sierra needs to have a math focus for all learning groups.

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
 Orange	 Orange
51.2 points above standard making progress.	57.1 points above standard making progress.
Number Students: 43 Students	Number Students: 35 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
7	14	2	20

Conclusions based on this data:

1. English Learner progress is a positive at Sierra but can continue to improve.

School and Student Performance Data

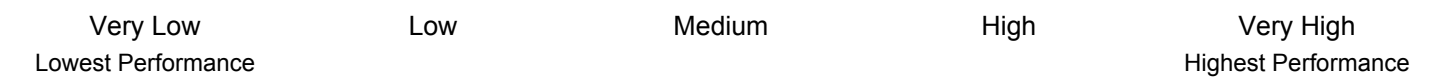
Academic Performance College/Career Report

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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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."

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



This section provides number of student groups in each level.



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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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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



Yellow

20.7% Chronically Absent

Declined 9.7

590 Students

English Learners



Orange

21.5% Chronically Absent

Declined 6.8

65 Students

Long-Term English Learners



Orange

22.9% Chronically Absent

Declined 3

48 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

30.6% Chronically Absent

Declined 13.4

36 Students

Socioeconomically Disadvantaged












Yellow

23.7% Chronically Absent

Declined 10.1

427 Students

Students with Disabilities  Orange 22.7% Chronically Absent Declined 18.5 66 Students	African American  Orange 27.9% Chronically Absent Declined 3.8 61 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 10.3% Chronically Absent Declined 18 39 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Yellow 20.3% Chronically Absent Declined 12.9 349 Students
Two or More Races  Yellow 18.4% Chronically Absent Declined 8.6 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Red 23.9% Chronically Absent Maintained 0.3 92 Students

Conclusions based on this data:

1. Chronic Absenteeism has declined but is still very high at Sierra for all student groups.

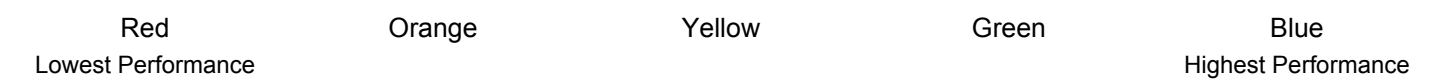
School and Student Performance Data

Academic Engagement Graduation 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.

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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.”



This section provides number of student groups in each level.



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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

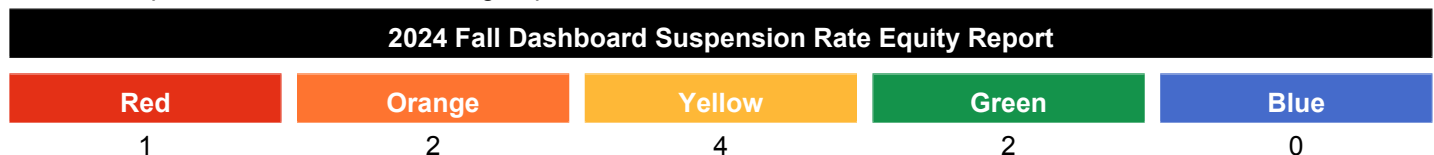
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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."












This section provides number of student groups in each level.



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 Yellow 8.2% suspended at least one day Declined 8% 594 Students	English Learners Red 12.3% suspended at least one day Increased 1.9% 65 Students	Long-Term English Learners Orange 12.5% suspended at least one day Declined 0.5% 48 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 16.7% suspended at least one day Declined 11.3% 36 Students	Socioeconomically Disadvantaged Yellow 8.8% suspended at least one day Declined 9.3% 430 Students

Students with Disabilities  Yellow 9.1% suspended at least one day Declined 9.7% 66 Students	African American  Orange 17.5% suspended at least one day Declined 9.2% 63 Students	American Indian  No Performance Color 0 Students
Asian  Green 2.6% suspended at least one day Declined 14.1% 39 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Yellow 8.3% suspended at least one day Declined 6.1% 351 Students
Two or More Races  Yellow 10.5% suspended at least one day Declined 13.8% 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 4.3% suspended at least one day Declined 10.7% 92 Students

Conclusions based on this data:

1. The suspension rate at Sierra needs to decrease in all student learning groups and specifically for our African American students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 1

All students will be provided engaging, rigorous, standards-based quality instruction in English Language Arts.

Identified Need

The measures used to determine if students are reading at grade level (CAASPP and I Ready) indicate that approximately less than half of the students are reading at grade level by the end of the year in 7th and 8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 7th and 8th grade students meeting or exceeding standards CAASPP ELA.	2025 ELA CAASPP Meeting or Exceeding Standards: Grade 7 - 53% Grade 8 - 50%	Expected 2026 CAASPP Meeting or Exceeding Standards Grade 7 - 58% Grade 8 - 55%
Percentage of 7th and 8th grade students working above grade level - i Ready.	2025 Fall i Ready Diagnostic #1, students scoring in Tier 1 Grade 7 - 16% Grade 8 - 20%	2026 i Ready End of the Year Diagnostic, students scoring in Tier 1 Grade 7 - 50% Grade 8 - 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Teachers will implement ELA writing strategies into classroom lessons. Professional learning for teachers based LEAP Data Review Sessions, San Joaquin County Office of Education-

Effective strategies trainings, Reading and writing Apprenticeship, and other Professional Development will happen during staff collaboration and District Wide Collaboration meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students not at grade level

Strategy/Activity

1.2 Students who require additional academic support will receive specific differentiation and intervention services focused on analyzing text from the ELA core teacher, Title I teacher and support staff. Title 1 Aide support funded. Collaboration time planned for staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

17,992

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 Purchase supplemental materials and supplies to support students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

During the 2024 - 2025 school year, staff was able to focus on writing, The site focused on academic rigor for students based on reading and writing skills. Sierra was unable to have sustained professional learning opportunities for staff. Sierra did not purchase new materials for struggling ELA students.

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

Sierra was able to increase student reading performance based on I Ready diagnostic tests. We are still waiting to receive finalized CAASPPs scores. We did not spend the allocated amount of money budgeted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025 - 2026 school year, we will place an emphasis on reading, writing, analyzing text and providing instruction to all students to increase ELA comprehension. Staff Professional Development time will focus on identify LEAP identified standards and assessing student work every five weeks. The site will work with the San Joaquin County Office of Education to plan effective teaching strategies into all core class lessons.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

Goal 2

All students will be provided engaging, rigorous, standards based quality instruction in math.

Identified Need

The measures used to determine if students are performing at grade level (CAASPP and I Ready) indicate that approximately 30% or less of the students are performing math at grade level by the end of the year in 7th and 8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 7th and 8th grade students meeting or exceeding standards CAASPP math.	2025 MathCAASPP Meeting or Exceeding Standards: Grade 7 - 34% Grade 8 - 24%	Expected Math 2026 CAASPP Meeting or Exceeding Standards Grade 7 - 39% Grade 8 - 29%
Percentage of 7th and 8th grade students working above grade level - i Ready.	2025 Fall i Ready Diagnostic #1, students scoring in Tier 1 Grade 7 - 22% Grade 8 - 26%	2026 I Ready End of the Year Diagnostic, students scoring in Tier 1 Grade 7 - 39% Grade 8 - 30%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

2.1 All math teachers will have professional development, collaboration and opportunities to learn math strategies via district offered training; like LEAP and I Ready.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 All students will be eligible for math assistantance, "Math Infusion" as an extended day option via teachers time sheeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000.23	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

During the 2024 - 2025 school year math teachers had on-going training via LEAP Professional Development. Teachers analyzed standards and had professional development time to plan for the 2025-2026 school year and were able to begin using strategies to reshape their classrooms and teach students in different and more engaging methods. Teachers were able to have professional development during District Wide Collaboration days and analyze student work samples.
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Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Sierra math teachers used District Wide Collaboration days and PD days to focus on LEAP goals and analyzing state math standards, developing appropriate lessons and pacing for student learning. We did not spend all allocated money for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025 - 2026 school year Sierra math teachers will have planning and assessment days every five weeks to work with district math teachers to analyze lessons and student learning. I Ready training days and professional development days to identify power standards and develop common core assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 3

All English Learners will be provided with engaging, rigorous, standards-based quality instruction targeted to their specific needs.

Identified Need

The measures used to determine if EL students are reading at grade level (CAASPP and I Ready) indicate that approximately less than 30% of the English Learner students are reading at grade level by the end of the year in 7th and 8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 7th and 8th grade English Learner students reaching a Level 4 on the ELPAC assessment. meeting or exceeding standards CAASPP ELA.	2025 Summative ELPAC Level 4 Scores Grade 7 EL - 29% Grade 8 EL - 24%	2026 Expected Summative ELPAC Level 4 Scores Grade 7 EL - 34% Grade 8 EL - 29%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.1 Implement evidence based English Learner strategies in core classrooms for integrated ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.2 Provide professional learning by the San Joaquin Office of Education focused on Effective Teaching Strategies for all students. Provide professional learning through SJCOE Language and Literacy coaching. Provide novel studies for small group student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,805.77

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Newcomer students

Strategy/Activity

3.3 Implement Newcomer English Learner program- periods of English language development daily-that serves students who have been in U.S. schools less than 12 months.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.4 Support English learners in the classroom with assistance from Title One staff and / or a primary language assistant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

49,578

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.5 Purchase supplemental reading materials for Newcomer program for listening, speaking, reading and writing activities to increase language acquisition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000.00

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

During the 2024 - 2025 school year, Sierra was able to more effectively work with our English Learners. Professional learning opportunities for staff were not completed. Sierra did purchase new materials for newcomer students.

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

Sierra was able to work with EL students. Sierra did not spend the allocated amount of money budgeted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025-2026 school year Sierra will have site Professional Development from the San Joaquin Office of Education focused on Effective Teaching Strategies focus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 4

All students will have access to a safe and supportive school culture that promotes a welcoming school environment.

Identified Need

Increase student engagement and relationships

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
For the 2025 - 2026 school year, the school will focus on improvement in culture and relationships based on the Youth Truth Survey.	2025 Youth Truth Survey - Culture 20% 2024 Youth Truth Survey - Relationships 34%	Percentage will increase to over 40%
Suspension rate	2024 - 2025 number of suspensions - 56	Number will decrease to below 50 suspensions
Schoolwide attendance will be 95% or higher	Attendance Rate was 94.38% 2024 - 2025	Percentage will increase to 95% or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Implement student activities that engage, motivate, recognize, and provide inclusive opportunities for all students. Time sheeting staff for events; like Spartan Camp.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.2 Summit, Math Infusion, and Homework Center will be available to all students after school who have been identified, need, or want assistance. Time sheeting of staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 Provide school counseling to students for social and emotional support as well as guidance for college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

34,192

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.4 Provide professional learning for all staff that focuses on equity and the effects of implicit biases on student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

4.5 Purchase uniform clothing for students to borrow for families who cannot purchase clothing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,237

Source(s)

Title I Part A: Allocation

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide paraprofessional assistance to students needing academic help in the Title One location.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

During the 2024 - 2025 school year, results of Youth Truth Survey increased in the area of belongingness, which was our school goal. We increased school belongingness from 28% to 42%. Many students needed additional counseling and social / emotional support in class. We focused on building relationships with students and to get accurate feedback from the Youth Truth survey.

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

Having two full time counselors has been highly beneficial in meeting individual needs of students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2025 - 2026 school year, Sierra will embark in the Sierra Level Up Challenge which will reward students for improvement in academics, behavior, attendance and overall kindness. work with the consulting group Students have been place in teams to work together and challenge each other to improve themselves and the site. The goal is to improve our student Youth Truth feedback related to culture and relationships.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

Goal 5

Sierra families will have effective communication with school and be a part of creating a safe and engaging learning environment for students.

Identified Need

Increase family and community engagement at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	According to the 2025 Youth Truth Family results, 46% of families who completed the survey rated engagement high. This was an increase of 13% but would like to continue this trend.	Percentage will increase to 60%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students and Families

Strategy/Activity

5.1 Increase communication to all parents through social media communication. Purchase materials and supplies, and light refreshments for events when and if in person events are allowable. Promote, educate and inform parents about how to complete Youth Truth Survey and it's importance at parent events. Purchase materials and refreshments for these events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,302	Title I Part A: Parent Involvement

Annual Review

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

ANALYSIS

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

During the 2024 - 2025 school year, based on the Youth Youth Survey, Sierra was effective at communicating with our families. Families rated engagement as the lowest response with 46% of respondents indicating it was effective. Only 7% of families responded to the parent survey, a decrease of 13%.Parents rated school safety low.

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

Sierra struggled to have effective parent involvement. We did not spend all money allocated for parent involvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2025 - 2026 school year, Sierra will continue to have effective communication with our students and families. Sierra will have a higher percentage of parent participation on the Youth Truth survey. The Sierra team will analyze the data from the Youth Truth Survey to make positive changes to the school culture.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	173805	0.00
Title I Part A: Parent Involvement	2,302	0.00
Unrestricted		

Total Funding Allocation: 176,107

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	173,805.00
Title I Part A: Parent Involvement	2,302.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
176,107.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Scott Tatum	Principal
Dylan Elliott	Classroom Teacher
Stephanie Hurias	Classroom Teacher
Teresa Whitside	Classroom Teacher
Leaniah Brice	Other School Staff
Zohra Cherek	Parent or Community Member
Kyle Dei Rossi	Parent or Community Member
Destiny Mystique	Parent or Community Member
Jaidyn Godina	Secondary Student
Mateo Presley	Secondary Student

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.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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