School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Oaks K-8 School	34-67447-6034904	May 26, 2026	June 23, 2026

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Principal met with leadership team and discussed the changes for 26-27, then met with all staff and shared data and the funds that were used this school year. Then each staff group made a proposal to recommend to SSC.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	9.69%	9.93%	11.32%	60	61	66
Asian	11.79%	14.33%	15.09%	73	88	88
Filipino	1.29%	0.98%	0.86%	8	6	5
Hispanic/Latino	24.56%	27.36%	26.07%	152	168	152
Pacific Islander	0.65%	1.14%	1.03%	4	7	6
White	41.52%	37.46%	35.85%	257	230	209
Multiple/No Response	10.50%	8.79%	9.78%	65	54	57
			Total Enrollment	619	614	583

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	23
Kindergarten	51		58
Grade 1	66		56
Grade 2	75		54
Grade3	78		73
Grade 4	70		72
Grade 5	71		64
Grade 6	64		61
Grade 7	64		60
Grade 8	60		62
Total Enrollment	619		583

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	112	115	121	10.9%	18.1%	20.8%
Fluent English Proficient (FEP)	57	52	43	10.7%	9.2%	7.4%
Reclassified Fluent English Proficient (RFEP)	8				4.44%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
614	57%	18.7%	0.5%
Total Number of Students enrolled in Sierra Oaks K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	18.7%
Foster Youth	3	0.5%
Homeless	23	3.7%
Socioeconomically Disadvantaged	350	57%
Students with Disabilities	69	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	9.9%
American Indian	0	0.0%
Asian	88	14.3%
Filipino	6	1%
Hispanic	168	27.4%
Two or More Races	54	8.8%
Pacific Islander	7	1.1%
White	230	37.5%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Red		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	4	2	0	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
40.2 points below standard	94.9 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 0.8 points	Maintained -0.2 points	7 Students
361 Students	92 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	69.6 points below standard	66.1 points below standard
1 Student	Increased 35.1 points	Maintained -1.6 points
	19 Students	219 Students

Students with Disabilities	African American	American Indian
Orange 86.6 points below standard Increased 18.9 points 52 Students	Orange 80.7 points below standard Increased 3.1 points 34 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
Yellow 46 points below standard Increased 15.9 points 53 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Yellow 53.8 points below standard Increased 12.8 points 89 Students
Two or More Races	**Pacific Islander**	**White**
Blue 22.6 points above standard Increased 22.6 points 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Orange 32.3 points below standard Maintained -2.7 points 144 Students

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

While several groups are in Orange, English Learners represent our most significant area of need and will be a primary focus.

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

Reflecting on last year, several factors may have contributed to these outcomes:

Inconsistent Tier 1 instruction across classrooms, particularly in ELA
Limited intentional language development strategies embedded in daily instruction for English Learners
Gaps in systematic small group instruction (intervention/enrichment)
Variability in use of checks for understanding (CFUs) to monitor and adjust instruction in real time
High instructional assistant turnover, impacting consistency of support, especially for students with disabilities
At times, a focus on coverage of content over depth of understanding

As a staff, we recognized the need to shift from “getting through lessons” to ensuring students are truly accessing and mastering the content

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

To better support our lowest performing student groups, we will need:

Personnel & Support
Continued Instructional Assistant (IA) support, with clear roles in Tier 1 and small group instruction
Access to behavioral and academic support staff
Ongoing collaboration and support for teachers, especially in ELA and language development

Programs & Instructional Supports
High-quality, aligned ELA curriculum (CKLA) with full implementation support
Dedicated time for small group instruction (Cougar Time) across grade levels
Structured support for Designated and Integrated ELD

Professional Learning
Training on:
Effective Tier 1 instruction
Checks for Understanding (CFUs)
Strategies for English Learners (language objectives, discourse, scaffolds)
Data analysis and targeted instruction
In class intervention

Data & Systems
Regular use of formative and benchmark data (i-Ready, mCLASS, etc.)
Systems for progress monitoring and adjusting instruction
Clear expectations for using data to drive small groups

Materials & Resources
Adequate ELA instructional materials (including decodables and intervention resources)
Supplemental supports for intervention and differentiation UFLI
Classroom tools to support student engagement and active participation

Closing Reflection

While the data highlights areas of need, it also gives us clear direction. With a strong focus on Tier 1 instruction, language development, and targeted support, we are confident in our ability to improve outcomes for all students, especially our English Learners.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
6	1	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
79.9 points below standard	131 points below standard	Fewer than 11 students - No Data for Privacy
Declined 14.4 points	Declined 30.5 points	7 Students
371 Students	104 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	135.4 points below standard	104.2 points below standard
1 Student	Increased 15.8 points	Declined 16.5 points
	20 Students	229 Students

Students with Disabilities	African American	American Indian
Red 96.5 points below standard Declined 6.1 points 52 Students	Red 130.4 points below standard Declined 23.6 points 34 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Red 95.5 points below standard Declined 34.9 points 62 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red 101.8 points below standard Declined 8 points 89 Students

Two or More Races	Pacific Islander	White
Yellow 30.3 points below standard Increased 5.9 points 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Orange 56.6 points below standard Declined 8.2 points 145 Students

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

Lowest Performing Student Groups (Mathematics)

The following student groups are performing at the lowest level (Red) on the Mathematics Dashboard:

English Learners (131 points below standard)
Socioeconomically Disadvantaged (104.2 points below standard)
Students with Disabilities (96.5 points below standard)
African American students (130.4 points below standard)
Asian students (95.5 points below standard)
Hispanic students (101.8 points below standard)

In addition, All Students are performing at Orange (79.9 points below standard) and declined by 14.4 points, indicating a schoolwide need in mathematics.

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

Reflecting on last year, several factors contributed to these outcomes:

Inconsistent Tier 1 math instruction, leading to gaps in foundational skills and grade-level access
A tendency to focus on procedures over conceptual understanding, limiting students’ ability to problem solve and explain thinking

Limited use of checks for understanding (CFUs), resulting in missed opportunities to adjust instruction in real time
Inconsistent use of data to inform instruction and target student needs
Limited and inconsistent small group instruction, reducing opportunities for intervention and acceleration
Insufficient emphasis on math language and discourse, particularly for English Learners
Staffing challenges, including turnover in instructional assistants, impacting consistent support for high-need students
Lack of vertical alignment across grade levels, resulting in gaps in skill progression

These factors contributed to unfinished learning and limited access to rigorous, grade-level math instruction, particularly for our most vulnerable student groups.

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

Resources Needed to Improve Outcomes

To improve outcomes for our lowest performing student groups, the following resources are needed:

Personnel & Support
Continued Instructional Assistant (IA) support, with clearly defined roles in math instruction and small group support
Ongoing instructional coaching for teachers, focused on effective new math curriculum in regards to instruction and differentiation

Programs & Instructional Supports
Implementation of a new high-quality, standards-aligned math program focused on conceptual understanding
Dedicated time for small group instruction for targeted intervention and acceleration
Integration of math discourse and language development strategies, especially for English Learners

Professional Learning
Training in:
Effective Tier 1 math instruction
Checks for Understanding (CFUs)
Math discourse and student explanation strategies
Data analysis to inform instruction and intervention

Data & Systems
Regular use of formative and benchmark math data
Systems for progress monitoring and instructional adjustments
Clear expectations for using data to drive small group instruction

Materials & Resources
Access to standards-aligned math materials and intervention resources
Supplemental tools (e.g., manipulatives, visual models) to support conceptual understanding
Classroom resources that promote engagement and active participation in math

Closing Reflection
The Mathematics data reflects a significant and urgent need for improvement across multiple student groups. By strengthening Tier 1 instruction, increasing conceptual understanding and discourse, and providing targeted, data-driven support, we are committed to improving outcomes for all students, especially our highest-need learners.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 47.3 science points Maintained -0.6 points 119 Students	No Performance Color 32.5 science points Declined 7.7 points 31 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Orange 39.8 science points Declined 4.4 points 68 Students

Students with Disabilities

No Performance Color

38.5 science points

Increased 3.5 points

17 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

39.9 science points

Maintained -0.6 points

20 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

47.3 science points

Increased 2.7 points

36 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

White

Yellow

51.6 science points

Maintained -1 points

43 Students

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

There are no student groups performing at the Red level in Science. Overall, All Students are performing at Yellow (47.3 points, Maintained).

The lowest performing student group with a performance level is:

Socioeconomically Disadvantaged students Orange (39.8 points, Declined)

While overall performance is stronger than other content areas, equity gaps remain, particularly for Socioeconomically Disadvantaged students and English Learners.

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

Reflecting on last year, several factors may have contributed:
Inconsistent instructional time and prioritization of science, with greater focus placed on ELA and Math
Limited integration of science instruction across the school day, reducing exposure and practice opportunities
Gaps in academic language support, especially for English Learners, impacting their ability to access content and explain thinking
Inconsistent use of hands-on, inquiry-based instruction, limiting student engagement and conceptual understanding
Limited use of checks for understanding (CFUs) to monitor student learning and adjust instruction

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

Resources Needed to Improve Outcomes

Personnel & Support
Continued Instructional Assistant support for small group instruction and hands-on activities
Collaboration with RSP and support staff to ensure access for all learners
Ongoing instructional coaching to strengthen science instruction

Programs & Instructional Supports
Implementation of standards-aligned science curriculum and units
Protected time for consistent science instruction across grade levels
Integration of science with literacy and language development

Professional Learning
Checks for Understanding (CFUs)
Cross-curricular integration strategies

Materials & Resources
Access to science kits, materials, and hands-on resources
Supplemental materials to support engagement and inquiry
Classroom tools that promote active participation and exploration

Closing Reflection
Science performance shows a foundation to build on, with overall results in Yellow. By strengthening instructional consistency, language integration, and hands-on learning, we can continue to improve outcomes for all students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Red	No Performance Color
36.2 making progress.	making progress.
Number Students: 94 Students	Number Students: 9 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.2%	43.6%	2.1%	34%

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

Our English Learner subgroup remains our lowest performing group on the English Learner Progress Indicator (ELPI), with 36.2% of students making progress toward English proficiency. One positive area of growth is that 34% of students progressed at least one ELPI level, demonstrating that targeted supports and instructional strategies are helping some students make measurable gains. Additionally, 2.1% of students maintained ELPI Level 4, showing some students are sustaining high levels of proficiency.

An area for improvement is the large percentage of students (43.6%) who maintained lower proficiency levels without progressing, as well as the 20.2% of students who decreased at least one ELPI level. This indicates a need for stronger systems to accelerate language growth, increase student discourse, and provide more consistent interventions and scaffolds for English Learners.

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

Reflecting on last year, several factors may have contributed to these results. While staff worked hard to support English Learners, integrated ELD practices were not always implemented consistently across classrooms. At times, instruction focused more heavily on task completion rather than intentional academic language development through speaking, listening, reading, and writing opportunities.

Additionally, some English Learners may not have received enough structured opportunities for student discourse, collaborative conversations, and language production throughout the instructional day. Variability in instructional strategies, pacing, and use of scaffolds may have impacted student progress. Attendance concerns, inconsistent intervention opportunities, and limited time for collaborative data analysis and progress monitoring may also have contributed to stagnation for some students.

As a staff, we recognize the need to strengthen collective ownership of English Learner achievement and ensure all students regularly engage in rigorous, language-rich instruction supported by frequent checks for understanding.

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

To improve outcomes for our lowest performing student groups, Sierra Oaks would benefit from additional resources and supports including:

Continued professional development focused on integrated ELD strategies
Instructional coaching and collaborative planning time centered on English Learner supports
Supplemental intervention programs and small-group instructional support
Opportunities for structured student discourse and academic vocabulary development across all content areas
Dedicated time for teachers to analyze EL data, monitor progress, and adjust instruction collaboratively

By strengthening instructional consistency, increasing language-rich learning opportunities, and providing targeted supports, Sierra Oaks aims to improve English Learner outcomes and accelerate progress toward English proficiency for all students.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Yellow	No Performance Color
29.1% Chronically Absent	23.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 0.5	Declined 8.8	10 Students
711 Students	173 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	52.5% Chronically Absent	34.9% Chronically Absent
6 Students	Declined 5.2	Maintained 0.3
	40 Students	458 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
38.3% Chronically Absent	54.5% Chronically Absent	0 Students
Declined 1.2	Increased 10.1	
94 Students	77 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Red
19.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	34.9% Chronically Absent
Declined 0.5	6 Students	Increased 5.8
123 Students		189 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
31.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	21.3% Chronically Absent
Declined 4.7	7 Students	Declined 5.2
60 Students		249 Students

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

The Chronic Absenteeism Indicator data shows that several student groups continue to experience high rates of chronic absenteeism. Our highest rates are among African American students (54.5%), students experiencing homelessness (52.5%), students with disabilities (38.3%), and socioeconomically disadvantaged and Hispanic students (34.9%). Overall, Sierra Oaks remained in the Red performance level for All Students, with 29.1% chronically absent.

One positive trend is that several groups demonstrated improvement, including English Learners, White students, Two or More Races, Homeless students, and Students with Disabilities, all of whom showed declining chronic absenteeism rates compared to the previous year. English Learners, in particular, declined by 8.8 percentage points and moved into the Yellow performance level, reflecting the impact of targeted attendance outreach and intervention efforts.

An area of significant concern is the increase among African American students, whose chronic absenteeism rate increased by 10.1 percentage points to 54.5%. Hispanic students also increased by 5.8 percentage points, and overall schoolwide chronic absenteeism increased slightly. These trends indicate a continued need for proactive attendance systems, stronger family engagement, and earlier interventions to support consistent school attendance.

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

Reflecting on the previous year, several factors may have contributed to chronic absenteeism rates among our student groups. Some students and families continued to experience challenges related to illness, transportation, housing instability, mental health concerns, and inconsistent routines following previous years of disrupted attendance patterns.

Additionally, some families may not fully understand the long-term academic impact of chronic absenteeism, particularly when absences are excused. While attendance communication and interventions occurred, systems for early identification, follow-up, and consistent intervention may not have been implemented uniformly across grade levels.

We also recognize the importance of strengthening student connectedness and engagement. Students who do not feel consistently connected to school, peers, or activities may be more likely to miss school regularly. Greater consistency in communication, relationship-building, incentives, and family outreach is needed to improve attendance outcomes.

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

To improve outcomes for our lowest performing student groups, Sierra Oaks would benefit from the following resources and supports:

Increased attendance intervention and counseling support
Additional family outreach and engagement resources, including bilingual communication support
Consistent attendance monitoring systems and early warning protocols
Collaboration with district support services and community agencies for families experiencing housing, transportation, or mental health challenges
Incentive programs and positive attendance recognition systems
Social-emotional learning and student connectedness opportunities
Professional development for staff on attendance intervention strategies and relationship-centered practices
Increased coordination between administration, counseling, teachers, office staff, and support personnel to monitor and respond to attendance concerns promptly

By strengthening proactive attendance practices, improving communication with families, and increasing student engagement and support systems, Sierra Oaks aims to reduce chronic absenteeism and improve outcomes for all student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	2	1	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
8.1% suspended at least one day	6.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.8%	Increased 3.8%	10 Students
740 Students	180 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	31.1% suspended at least one day	10.6% suspended at least one day
6 Students	Increased 15.7%	Increased 2%
	45 Students	480 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
10.1% suspended at least one day	24.4% suspended at least one day	0 Students
Increased 1.8%	Increased 8.4%	
99 Students	82 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
3.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	7.7% suspended at least one day
Increased 1%	6 Students	Increased 3.5%
134 Students		196 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
4.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.3% suspended at least one day
Declined 8.5%	7 Students	Declined 0.7%
63 Students		252 Students

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

The 2025 Suspension Rate Indicator shows that Sierra Oaks remains in the Red performance level overall, with 8.1% of students suspended at least one day, an increase of 0.8 percentage points from the previous year. Several student groups experienced disproportionately high suspension rates, including African American students (24.4%), students experiencing homelessness (31.1%), socioeconomically disadvantaged students (10.6%), students with disabilities (10.1%), Hispanic students (7.7%), and English Learners (6.7%).

One area of growth is that some student groups demonstrated declining suspension rates, including students identified as Two or More Races, which declined significantly by 8.5 percentage points, and White students, which declined by 0.7 percentage points. These decreases suggest that targeted supports, relationship-building efforts, restorative practices, and behavioral interventions may be positively impacting some groups of students.

However, areas of concern remain significant, particularly the sharp increase among African American students (+8.4%) and students experiencing homelessness (+15.7%). These trends indicate a continued need to strengthen proactive behavioral supports, social-emotional interventions, relationship-centered practices, and equitable discipline systems across the school.

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

Reflecting on the previous year, several factors may have contributed to the increase in suspension rates among student groups. Some students continued to demonstrate increased behavioral and social-emotional needs, including difficulty with emotional regulation, conflict resolution, and maintaining positive peer interactions.

Inconsistencies in classroom behavior management practices, varying levels of implementation of restorative practices, and limited access to intervention supports may have also contributed to increased behavioral incidents. Additionally, students experiencing trauma, housing instability, mental health challenges, or chronic absenteeism may have faced barriers that impacted their ability to successfully engage in school.

As a school community, we recognize the importance of continuing to strengthen positive school culture, proactive interventions, student connectedness, and consistent behavioral expectations across all settings. We also acknowledge the need to continue reflecting on equitable discipline practices to ensure that responses to behavior are supportive, restorative, and instructional whenever possible.

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

Increased counseling, mental health, and social-emotional support services
Additional behavioral intervention and student support personnel
Continued professional development in restorative practices, trauma-informed practices, de-escalation strategies, and culturally responsive teaching
Structured social-emotional learning opportunities for students
Expanded Tier 2 and Tier 3 behavioral interventions and check-in/check-out systems
Increased collaboration with families and community agencies to support students experiencing housing instability or social-emotional challenges
Consistent schoolwide implementation of d positive behavior supports
Additional staff training on proactive classroom management and relationship-building strategies
Time for staff collaboration, data review, and monitoring of behavior interventions and discipline trends

By strengthening proactive supports, increasing student connectedness, and implementing consistent restorative and intervention-based practices, Sierra Oaks aims to reduce suspension rates and improve school climate outcomes for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We used iReady each trimester, Dibels, report cards each trimester, ELPAC and CAASPP testing yearly.

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

Our professional development was literacy. Many teachers were LETRS trained.We also used CKLA and had PD. All staff learned about the science of reading. We had 2 intervention teachers working with our primary grades on ELA.   We have teachers using UFLI for ELA lessons. While the SPSA included interventions such as supplemental literacy programs, and targeted intervention groups, these strategies did not sufficiently mitigate the performance declines among these subgroups. We also started universal access, students in each grade level got the service needed such as ELD, IEP minutes, intervention or enrichment without missing core instruction. We are vertically algined with common assessment in grades K-8th for ELA using Dibels.

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

We will continue with our literacy focus including universal access, common assessments and using CKLA. We will work closely with the ELA/MTSS district dept to help review data, set goals, and make some changes in teaching practices. We will provide intervention for TK and kinder students outside of the school day.

2025-26

Identified Need

Time for teachers to collaborate, plan, assess and review data.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	40.2 points below standard	+3 scale score points
	English Learners	94.9 points below standard	
	Foster Youth		
	Homeless	69.6 points below standard	
	Socioeconomically Disadvantaged	66.1 points below standard	
	Students with Disabilities	86.6 points below standard	
	African American	80.7 points below standard	
	American Indian		
	Asian	46 points below standard	
	Filipino		
	Hispanic	53.8 points below standard	
	Two or More Races	22.6 points above standard	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	32.3 points below standard	
Math State Assessment: Change in scale score	All Students	79.9 points below standard	+3 scale score points
	English Learners	131 points below standard	
	Foster Youth		
	Homeless	135.4 points below standard	
	Socioeconomically Disadvantaged	104.2 points below standard	
	Students with Disabilities	96.5 points below standard	
	African American	130.4 points below standard	
	American Indian		
	Asian	95.5 points below standard	
	Filipino		
	Hispanic	101.8 points below standard	
	Two or More Races	30.3 points below standard	
	Pacific Islander		
	White	56.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	36.2		+2%
English Learner Reclassification:	4.44%		+4%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of English language learners who are reclassified to Fluent English Proficient		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Planning and collaboration time to continue with universal access, CKLA and DIBELS.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4,000	School Year 2026-2027
1.2	Time to collaborate, plan to fully implement the new math curriculum and materials.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	School Year 2026-2027
1.3	Provide supplemental materials and	All Students X English Learners Low-Income Students	LCFF Supplemental	2,500	School Year 2026-2027

	training for explicit language development. ELD	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
1.4	Focus on strategies for making content comprehensible for English learners. Reclassification - (GLAD, Academic vocabulary, EL Achieve)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	School Year 2026-2027
1.5	Online intervention, including but not limited to subscriptions for both ELA and/or Math, science.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,000	School Year 2026-2027
1.6		All Students English Learners Low-Income Students Foster Youth			

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Attendance rate monthly

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

Our attendance improved in some areas. We met monthly as support team. Having limited VP and no social worker was a challenge. We did not have rewards for improved attendance.

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

Having our clerk document and contact families. Using Talking Points to communicate. We implemented things to make our school climate welcoming. We also reinforced our tardy policy, and continued with our positive morning message.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	29.1% Chronically Absent	-0.5%
	English Learners	23.7% Chronically Absent	
	Foster Youth		
	Homeless	52.5% Chronically Absent	
	Socioeconomically Disadvantaged	34.9% Chronically Absent	
	Students with Disabilities	38.3% Chronically Absent	
	African American	54.5% Chronically Absent	
	American Indian		
	Asian	19.5% Chronically Absent	
	Filipino		
	Hispanic	34.9% Chronically Absent	
	Two or More Races	31.7% Chronically Absent	
	Pacific Islander		
	White	21.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.9%		93%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	0.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide targeted intervention for students who are	All Students English Learners Low-Income Students	LCFF Supplemental	2,500	School Year 2026-2027

	chronically absent by creating attendance plans and learning what the barriers are to getting to school by providing extra hours for clerk.	Foster Youth X Lowest Performing Two or more races	Site Allocation 2000-2999: Classified Personnel Salaries		
2.2	Provide incentives for students who arrive to school on time and to help increase attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2026-2027
2.3	Provide enriching middle school courses including but not limited to AVID, student leadership and lunch clubs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,120	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

Some of our PTA school events were well attended such as movie night and skate night, other events such as sport night and dances. eVibe was an effective program about violence prevention. Community circle reminders and materials for staff. Cultural event was inclusive and high participation. Gotcha lunch with the principal. Push in support. Our ELAC meeeting increased participation.

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

We are adding time to our campus monitor and rec aides. We created a behavior team. I meet with PTA. Our campus monitor supervised the kids for parents to attend ELAC.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	8.1% suspended at least one day	-0.3%
	English Learners	6.7% suspended at least one day	
	Foster Youth		
	Homeless	31.1% suspended at least one day	
	Socioeconomically Disadvantaged	10.6% suspended at least one day	
	Students with Disabilities	10.1% suspended at least one day	
	African American	24.4% suspended at least one day	
	American Indian		
	Asian	3.7% suspended at least one day	
	Filipino		
	Hispanic	7.7% suspended at least one day	
	Two or More Races	4.8% suspended at least one day	
	Pacific Islander		
	White	6.3% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.0%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	57.1%	64%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	5%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Schoolwide SEL program materials supporting Tier 1 behavioral skills.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, Students with Disabilities, Two or more races, and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School Year 2026-2027
3.2	Provide supplement rec aide and campus monitor hours to increase	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified	4,130 2,000	School Year 2026-2027

	supervision and safety on campus.		Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
3.3	Provide lunch clubs, character assemblies, and incentives to increase connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	School Year 2026-2027
3.4	Cultural Fair to promote the diversity and inclusion of parents and students of our school. Will in part, target parents of unduplicated students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2026-2027
3.5	Provide opportunities for parents and	All Students X English Learners Low-Income Students	LCFF Supplemental	4,500	School Year 2026-2027

	students to participate in assemblies, field trips, honor roll and recess engagement equipment	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Site counselor	25-26				
Provide explicit language development instruction	25-26	ELD teacher			
Provide primary language support for our Emerging bilingual students in Farsi/Dari	25-26	0.75 FTE BIA			

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide support to students and families to decrease barriers with mental health needs.	25-26	MTSS Counselor			

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Provide supplemental safety to whole campus	25-26	Campus Monitor			

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	57,120	0.00
LCFF Rec Aide Allocation	4,130	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	57,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	8,630.00
4000-4999: Books And Supplies	41,620.00
5000-5999: Services And Other Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	41,620.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,000.00
Goal 2	12,620.00

Goal 3	24,630.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hady Jimenez-Chrostowski	Principal
Denise Mackey	Other School Staff
Kaitlyn Hawkins	Classroom Teacher
Teres Mugnaini	Classroom Teacher
Marissa Lai	Classroom Teacher
Kristine Bonfantine	Parent or Community Member
Chelsea Kelley	Parent or Community Member
Barrett Snider	Parent or Community Member
Laura Zuckerman	Parent or Community Member
Jodi Mulligan-Pfile	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
ON FILE	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/26/2028.

Attested:

	Principal, Hady Jimenez on 5/26/26
ON FILE	SSC Chairperson, Marissa Lai on 5/26/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Sierra Oaks School (K-8)

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

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

Funding Source: LCFF Supplemental Site Allocation **$57,120.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide lunch clubs, character assemblies, and incentives to increase connectedness.	4000-4999: Books And Supplies	$8,000.00	Engaging Academics	
Cultural Fair to promote the diversity and inclusion of parents and students of our school. Will in part, target parents of unduplicated students.	4000-4999: Books And Supplies	$2,000.00	Engaging Academics	
Provide opportunities for parents and students to participate in assemblies, field trips, honor roll and recess engagement equipment	4000-4999: Books And Supplies	$4,500.00	Engaging Academics	
	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academics	
Planning and collaboration time to continue with universal access, CKLA and DIBELS.	1000-1999: Certificated Personnel Salaries	$4,000.00	Connected School Communities	
Time to collaborate, plan to fully implement the new math curriculum and materials.	4000-4999: Books And Supplies	$8,000.00	Connected School Communities	

Sierra Oaks School (K-8)

Provide supplemental materials and training for explicit language development. ELD	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Focus on strategies for making content comprehensible for English learners. Reclassification - (GLAD, Academic vocabulary, EL Achieve)	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Online intervention, including but not limited to subscriptions for both ELA and/or Math, science.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Connected School Communities
Provide targeted intervention for students who are chronically absent by creating attendance plans and learning what the barriers are to getting to school by providing extra hours for clerk.	2000-2999: Classified Personnel Salaries	$2,500.00	Healthy Environments for Social-Emotional Growth
Provide incentives for students who arrive to school on time and to help increase attendance.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth
Provide enriching middle school courses including but not limited to AVID, student leadership and lunch clubs.	4000-4999: Books And Supplies	$8,120.00	Healthy Environments for Social-Emotional Growth
Schoolwide SEL program materials supporting Tier 1 behavioral skills.	4000-4999: Books And Supplies	$4,000.00	Engaging Academics

LCFF Supplemental Site Allocation Total Expenditures:	$57,120.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Sierra Oaks School (K-8) Total Expenditures:	$61,250.00