



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Elementary	6014757	04/15/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Sierra Elementary School aligns its practices with Lancaster School District focuses:

- 1) Standards-based instruction
- 2) Professional Learning Communities (PLCs)
- 3) Positive Behavior Supports and Interventions (PBIS)

Sierra Elementary is a TK-5 elementary school located in the Antelope Valley, a high desert ecosystem, in Southern California. Sierra serves a population of 703 students who reflect the great diversity of the Lancaster community. The ethnic composition of its student body is Hispanic or Latino- 54%, African American – 31%, White (not Hispanic) – 8%, two or more races - 6%, and the remaining fall under the Asian, Filipino, Pacific Islander, American Indian/Alaska Native or no response categories.

In 2025-2026, the Sierra team is comprised of 39 certificated employees (including a principal, an assistant principal, 26 general education teachers, 3 educational specialists, 1 TSA/Instructional Coach, 2 interventionists, 2 speech pathologists, 1 psychologist and 2 counselors), one part-time music teacher, and several full-time (FT) and part-time (PT) classified employees (FT = a secretary, office assistant, bilingual office assistant, health clerk, nurse assigned to Sierra one day a week, categorical program specialist, campus supervisor, computer technician, cafeteria manager, day custodian, 6 para-educators and three night custodians; PT = a bilingual para-educator, librarian, a family ambassador, 9 MTSS paraeducators, five CNS workers and eleven supervision aides). All teachers are highly qualified and fully credentialed in the subject areas for pupils they teach.

Students are required to attend 180 days of school, 41 of which are minimum days. Students in grades K thru 3 are present for 403 minutes (325 instructional minutes). Students in grades 4 and 5 are present for 403 minutes (343 instructional minutes).

Sierra Elementary community promotes a learning environment in which students participate in a meaning-centered curriculum that reinforces high academic standards and achievement. Sierra staff diligently works to maintain a positive and supportive school climate. Sierra staff collaborates as a team to deliver balanced lesson design and fosters positive attitudes toward school and learning. Sierra began a Positive Behavior Support program in August 2011 and maintains the program to reinforce school-wide positive behavior supports through defining, teaching, and recognizing positive behavior expectations. In 2016, to further support the maintenance of a positive culture, Sierra staff committed to implement and maintain three Capturing Kids' Hearts (CKH) processes: purposeful engagement/welcoming students at the beginning of each day at the entry gate and classrooms, facilitation of "Good Things" in each classroom on a daily basis, and delivery of positive affirmations between staff and students. In 2024-2025 and beyond, Sierra will continue to strengthen its implementation of CKH processes by creating and using social contracts in all classrooms and using universal behavior redirection signals school-wide. In 2025-2026 Sierra's continued to be a CKH showcase school and will focus it behaviors round: Being Safe – Being Respectful – Being Responsible.

Sierra will carefully and clearly define areas Sierra will continue its implementation of a curriculum aligned with the Common Core State Standards (CCSS) to guide instruction in 2026-2027. In alignment with the Lancaster LCAP plan, Sierra has adjusted a higher proportion of its State (LCFF) and Federal (Title 1) budget to Tier I instruction as well as the technology required to increase teacher efficiency and student access to technology to develop students with 21st Century technology skills. Socio-economically disadvantaged students, English Language Learners, Special Education students, Foster Youth, Homeless students, and at-risk students have equal access to and participate in this Tier I instruction through their regular classroom teachers and other supports. Social emotional learning (SEL) takes place every daily through small group instruction and in all classrooms through our Second Step Curriculum, and is supported with supplemental instruction from the School Counselor, including programs such as Kelso's Choice, Restorative Circles, and Trauma Informed Practices. Teachers in the classrooms use a variety of strategies and techniques including cooperative learning, SDAIE, whole group and small group instruction, balance lesson design, Accountable Talks, Number Talks, critical thinking activities, and Thinking Maps to assure that all students have full access to the core curriculum.

During the 2026–2027 school year, Sierra Elementary will deepen its commitment to academic excellence with a direct focus on strengthening Tier 1 instruction through purposeful small-group learning, targeted differentiation, and consistent use of formative assessment. Building on our implementation of Teacher Clarity, our focus will center on refining standards alignment, clearly communicating learning intentions and success criteria, and using real-time data to drive instruction and student support.

Sierra will continue to strengthen our standards-based grading practices to ensure alignment between instruction, assessment, and student outcomes. A continued emphasis will be placed on providing timely, meaningful feedback to students to support growth and mastery of standards.

To support student success, Tier 2 and Tier 3 academic interventions in math and ELA will be strategically implemented through our learning centers and SAI program, with a heightened focus on monitoring progress and adjusting supports based on student data. Our Walk-to-Learn model will continue to provide targeted Tier 2 interventions, ensuring

students receive instruction aligned to their specific needs.

Inclusive practices will remain a priority, with all students with IEPs supported in general education classrooms and access to high-quality core instruction. Additionally, Sierra will maintain a strong focus on creating a safe, inclusive learning environment that values diversity and promotes consistent student attendance, recognizing that both are essential to academic success.

Through these focused efforts, Sierra Elementary will continue to build a cohesive system of instruction and support that ensures all students are learning, growing, and achieving at high levels.

At Sierra Elementary, all classes are taught by highly qualified teachers. Our teachers are involved in providing intervention, differentiated instruction, and enrichment opportunities during the school day and before/after school. Multiple indicators are utilized to monitor student progress and to determine the need for ongoing support. Multiple indicators used include ELPAC assessment results, iReady Diagnostic assessment results, adopted curriculum assessments and teacher created assessments. Students not making adequate progress are monitored by the classroom teachers. Parent conferences and Student Study Team meetings are held to document strategic, targeted intervention in the classroom to increase achievement.

In addition to academic assessment and data gathering, Sierra Elementary uses the SWIS system for monitoring and identifying students in need of Tier 2 or Tier 3 Behavioral Interventions. Using PBIS, CKH and Second Step as the manner for explicit teaching of appropriate behavior, the school counselor supports whole-class instruction and small group/individual student support based on identified needs. Students who are still not making adequate progress with appropriate behavior will be referred to the Student Study Team (SST) process for review. Through the SST process, students may have be referred for SBMH services. Additionally, Sierra implemented a Social-Emotional learning center mid-year, during which students received intensive SEL and behavior support 4 days per week.

The team determines the most appropriate services or interventions necessary at the time through Response to Instruction and Intervention (RtI2). If warranted, students are referred for school-based mental health (when available), academic assessment, and/or additional pupil support services. Students with identified disabilities have a current Individual Education Plan (IEP) which addresses their unique educational needs. These students have access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include general education classroom resource support (RSP push-in) in addition to some pull-out services, dependent on student need, or a Special Day Class (SDC) as determined by their IEP team. Multi-tiered systems of support (MTSS) is utilized to ensure that all students receive individualized support.

PROFESSIONAL DEVELOPMENT:

Sierra teachers participate in a variety of professional development opportunities, both at the District and site levels to strengthen the delivery of balanced lesson design, classroom management, social-emotional learning, technology integration, Annenberg Art Grant, and effective Tier 1 CCSS instruction. All teachers participate in monthly professional development on early release Tuesdays in addition to grade level planning release days and/or Targeted Coaching Collaboration days and after-school planning sessions. Additional professional development opportunities will be provided throughout the school year at the site, district and county levels with a targeted focus on PLCs, PBIS, and standards-based instruction. Professional development is offered in-person, virtually, and in hybrid models.

DISCIPLINE:

At Sierra Elementary, we recognize that student safety, attendance, and academic achievement are closely connected. When students feel safe, supported, and valued, they are more likely to attend school consistently and engage successfully in their learning.

To support this, we are proud to share that Sierra now has a full-time campus supervisor dedicated to maintaining a safe, structured, and equitable environment for all students. This added support strengthens our commitment to student safety and ensures consistent supervision and positive interactions throughout the school day.

Sierra Elementary continues to implement Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) to foster a safe and supportive campus. Through this framework, we reinforce positive behaviors while addressing inappropriate behaviors through progressive discipline and direct instruction on clear expectations.

Our schoolwide expectations—Be Safe, Be Respectful, and Be Responsible—are explicitly taught, consistently reinforced, and visibly posted throughout the campus. These expectations guide our daily interactions and help create a positive school climate where all students can thrive.

During the 2026–2027 school year, Sierra Elementary will strengthen its commitment to social-emotional learning with a direct focus on becoming a **Capturing Kids' Hearts (CKH) Showcase School**. All students will continue to receive social-emotional instruction through the Second Step curriculum, building essential skills in emotional regulation, conflict resolution, problem-solving, and responsible decision-making.

As part of our CKH implementation, staff will consistently utilize the “Four Questions” to guide students in reflecting on their behavior, recognizing expectations, and making positive choices. In alignment with CKH practices, we will deepen our focus on relationship-building, fostering a culture of trust, respect, and connectedness across the entire school community.

Sierra will continue to implement a dedicated SEL advisory block during the first 30 minutes of each school day. This time will provide Tier 1 instruction for all students, while also allowing for targeted Tier 2 and Tier 3 supports for identified students. Additional supports will be provided through our two full-time counselors, our SEL center, and the SBMH referral process to ensure that students receive the social-emotional interventions they need to succeed.

Through our continued implementation of PBIS Tier 2 supports and a strong emphasis on CKH practices, Sierra’s goal is to achieve a measurable reduction in office discipline referrals and suspensions across all student groups. A focused effort will remain on reducing disproportionality among subgroups, particularly for African American students.

By aligning SEL instruction, PBIS, and CKH practices, Sierra Elementary will continue to cultivate a safe, supportive, and inclusive environment where every student feels connected, valued, and prepared to succeed.

PARENT AND COMMUNITY RELATIONS:

Sierra Elementary will implement a structured and intentional approach to family and community engagement during the 2026–2027 school year, with a clear focus on increasing meaningful participation, strengthening communication systems, and building strong partnerships that directly support student success.

To ensure consistent and effective communication, Sierra will utilize **ParentSquare as the primary platform** for all school-to-home communication. This will include announcements, reminders, and updates delivered in both English and Spanish to ensure equitable access for all families. Our school website and social media platforms will continue to serve as supplemental tools to keep the community informed and engaged in current school events and initiatives.

Sierra will maintain clearly defined opportunities for parent involvement through established structures, including School Site Council (SSC), English Learner Advisory Council (ELAC), African American Advisory Council (AAAC), and the Parent/Teacher Organization (PTO). In addition, the school will host consistent engagement events such as Pastries with Parents and Lunch on the Lawn to foster connection and increase family presence on campus.

To support safe and compliant volunteer involvement, Sierra will continue to maintain a structured parent volunteer program requiring current TB clearance and fingerprinting. Volunteers and PTO members will be strategically utilized as partners in supporting school programs and student learning.

To further strengthen family connections, Sierra will leverage the roles of the Family Ambassador and Family Community Liaison to actively engage families, remove barriers to participation, and increase outreach to underrepresented groups.

Beyond the school day, Sierra will provide expanded learning opportunities through ASES and ELOP-funded after-school programs. These programs will offer academic

support, homework assistance, and enrichment activities, including access to technology, while also supporting families who require extended care for their children. Students will also continue to benefit from field trips and assemblies that promote community connection and broaden their educational experiences.

Through these systems and structures, Sierra Elementary will ensure that family and community engagement is purposeful, inclusive, and aligned to improving student outcomes.

Educational Partner Involvement

How, when, and with whom did your 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

Committee	Meeting Dates	Purpose of Committee
Instructional Leadership Team (ILT)	July August September October November December January February March April May	<p>The purpose of an elementary school instructional leadership team (ILT) meeting is to guide, support, and monitor the school's instructional practices to improve student learning and achievement.</p> <p>More specifically, during an ILT meeting, the team typically:</p> <ul style="list-style-type: none"> • Reviews student data to identify learning trends, gaps, and areas for growth. • Sets goals and priorities for instruction, intervention, and professional development. • Plans and coordinates initiatives like curriculum implementation, assessment strategies, and instructional frameworks (like UDL, MTSS, PBIS, etc.). • Supports teachers by identifying needed resources, coaching opportunities, or training. • Monitors progress on school improvement plans and instructional focus areas. • Ensures alignment between classroom practices and the school's mission, vision, and academic targets. <p>In short: ILT meetings exist to make sure every decision about instruction is strategic, data-driven, and student-centered.</p>

<p>African American Advisory Council (AAAC)</p>	<p>September October November January February April May</p>	<p>The purpose of an elementary school African American Advisory Council (AAAC) is to support the success and well-being of African American students by creating a strong partnership between families, the school, and the wider community.</p> <p>More specifically, an AAAC usually:</p> <ul style="list-style-type: none"> • Provides a space for African American families to share their experiences, ideas, and concerns with school leaders. • Advocates for equitable opportunities and resources for African American students. • Promotes cultural awareness and inclusion across the school community. • Collaborates with the school on programs, events, and initiatives that celebrate African American culture and history. • Reviews data (academic, attendance, discipline) to identify barriers and work together on solutions. • Builds relationships between families and the school to strengthen student engagement and achievement. <p>In short: The AAAC helps ensure African American students are seen, heard, supported, and celebrated at school.</p>
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<p>English Learner Advisory Council (ELAC)</p>	<p>September October November January February April May</p>	<p>The purpose of an English Learner Advisory Council (ELAC) meeting at an elementary school is to ensure that the needs of English Learner (EL) students and their families are heard, supported, and prioritized in the school's decision-making.</p> <p>Specifically, during ELAC meetings, the council typically:</p> <ul style="list-style-type: none"> • Advises the principal and school staff on programs and services for English Learners. • Reviews school data related to EL student achievement, language proficiency, attendance, and engagement. • Provides input on the school's site plan (especially the parts focused on English Learners) and any funding decisions that affect EL students. • Helps plan and promote parent education workshops on topics like language development, reclassification, and academic support. • Strengthens connections between English Learner families and the school, building trust and empowering parents to be advocates for their children. <p>In short: ELAC meetings make sure English Learner students and families have a voice in shaping their school experience and success.</p>
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<p style="text-align: center;">School Site Council (SSC)</p>	<p style="text-align: center;">September October November January February April May</p>	<p>The purpose of a School Site Council (SSC) at an elementary school is to develop, review, and approve the school’s academic and budget plans to improve student achievement for all students.</p> <p style="text-align: center;">Specifically, the SSC:</p> <ul style="list-style-type: none"> • Creates and monitors the School Plan for Student Achievement (SPSA), which outlines the school’s goals, strategies, and how resources will be used. • Reviews and analyzes student achievement data to guide decision-making. • Allocates certain school funds (like Title I funds) to programs and activities that support learning. • Gathers input from the school community — including teachers, staff, and families — to ensure that decisions reflect the needs of all students. • Monitors the implementation of the plan throughout the year and makes adjustments as needed. <p>In short: The School Site Council ensures that academic planning and budgeting are focused, transparent, and aligned to students’ needs.</p>
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<p>Annual Progress Review (APR)</p>	<p>September December March May</p>	<p>The purpose of the California Community Schools Annual Progress Review Committee at an elementary school is to monitor, review, and guide the school’s progress in implementing its Community Schools plan — making sure the school is effectively supporting the whole child, family engagement, and community partnerships.</p> <p>Specifically, the committee:</p> <ul style="list-style-type: none"> • Reviews the school’s goals, activities, and outcomes related to the Community Schools pillars: integrated student supports, expanded learning time, family and community engagement, and collaborative leadership practices. • Assesses data and evidence to determine whether the Community School strategies are improving student success, wellness, and equity. • Gathers input from all stakeholders (students, families, staff, and community partners) to guide adjustments. • Identifies successes, challenges, and next steps to strengthen the Community Schools implementation. • Ensures accountability to the school community and to California’s Community Schools grant requirements. <p>In short: The Annual Progress Review Committee makes sure the Community Schools work is effective, student-centered, and continuously improving.</p>

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has adopted a collaborative and integrated approach by incorporating the California Community Schools Partnership Program (CCSPP) Implementation Plan into each school's Single Plan for Student Achievement (SPSA). This integration promotes alignment, efficiency, and coherence across district and school improvement efforts. By streamlining planning processes, reducing duplication, and coordinating resources and interventions, LANCSD is better positioned to support student success through a comprehensive, community-centered framework. This approach also strengthens progress monitoring, supports continuous improvement, and fosters meaningful collaboration among students, families, staff, and community partners.

In Spring 2023, LANCSD was awarded twenty-two five-year Community Schools Implementation Grants (2023–2028). These grants represent a significant investment in the district's vision of creating community-centered schools that serve as hubs of learning, support, and opportunity. Through partnerships with school leaders, educators, families, students, and community organizations, these community schools provide access to integrated services and resources designed to support the academic, social-emotional, and overall well-being of students and their families. By centralizing these supports, LANCSD seeks to strengthen community engagement while ensuring that every student has access to the resources necessary to thrive.

The California Community Schools Framework identifies the essential elements of successful community schools through its Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. Guided by this framework and informed by annual data analysis, LANCSD has identified four district-wide priorities to improve student outcomes:

1. **Strengthen integrated student supports** to improve academic achievement, social-emotional development, and overall student well-being.
2. **Empower families and caregivers** by increasing access to community resources and promoting meaningful engagement in their children's education.
3. **Build staff capacity** through a Multi-Tiered System of Supports (MTSS) to effectively address the academic, behavioral, and developmental needs of all students.
4. **Expand learning opportunities** through after-school, intersession, and summer programs that extend and enrich classroom learning.

These priorities are fully aligned with both the California Community Schools Framework and the Lancaster School District's Local Control and Accountability Plan (LCAP), supporting district goals related to academic excellence, educational equity, student engagement, and safe, supportive learning environments.

To sustain a whole-child approach to school improvement, each LANCSD community school will engage in ongoing cycles of evaluation, reflection, and continuous improvement throughout the duration of the CCSPP grant and beyond. Schools will regularly assess the fidelity of implementation and the effectiveness of CCSPP-funded initiatives to ensure resources are producing measurable outcomes for students and families.

In collaboration with district leadership and educational partners, each school will annually review and update its Community Schools Implementation Plan to reflect emerging needs, celebrate successes, and identify opportunities for growth. This process will be informed by multiple sources of evidence, including SPSA goals and outcomes, YouthTruth Survey data, local assessment results, California School Dashboard indicators, Community Schools evaluation reports, and evidence related to the implementation of the Capacity-Building Strategies: Shared Commitment, Understanding and Priorities; Centering Community-Based Learning; Collaborative Leadership; Sustaining Staff and Resources; and Strategic Community Partnerships.

Through this ongoing process of reflection, collaboration, and improvement, LANCSD remains committed to building equitable, inclusive, and responsive community schools where every student and family is known, supported, and empowered to succeed.

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
<p>Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates
<p>Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
<p>Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and CKH's surveys and other site-specific surveys.</p>

<p>Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)
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CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

<p>Potential Support</p>	<p>Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?</p>
	<p>YES/NO</p>
<p>Health Screening and Services (vision, dental, hearing, neurological, physical health)</p>	<p>YES</p>
<p>Mental Health Screening and Services</p>	<p>YES</p>
<p>Nutrition Services and Support</p>	<p>YES</p>
<p>Academic Support (tutoring, specialist, etc.)</p>	<p>YES</p>
<p>Counseling/Wellness Center</p>	<p>YES</p>

Multi-Tiered System of Supports (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	NO
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES

Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	NO
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	NO

Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES
Other: Write In	
Other: Write In	
Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

Sierra Elementary is committed to providing racially-just, relationship-centered spaces by embedding trauma-informed and restorative practices into the fabric of its school culture. Through ongoing professional development, staff will deepen their understanding of how trauma, bias, and systemic inequities impact student behavior and learning. Educators will be equipped with strategies to build authentic, trust-based relationships with students and families, creating classrooms that prioritize emotional safety, empathy, and belonging. Restorative practices will be used to promote accountability, healing, and community repair, rather than exclusionary discipline. By centering student voice and cultural responsiveness in all interactions, Sierra aims to cultivate an inclusive environment where every student is seen, heard, and valued—ensuring equitable access to meaningful learning opportunities for all.

Sierra Elementary is strengthening classroom-community connections by prioritizing high-quality Tier I instruction and the strategic use of small-group instructional practices. Teachers collaborate in professional learning communities to design clear, standards-based lessons that include culturally responsive teaching and universal supports to meet the diverse needs of all learners. By emphasizing inclusive and engaging whole-class instruction, Sierra ensures that all students feel connected to the learning community. In addition, small-group instruction is used to provide targeted support, allowing teachers to build stronger relationships with students and tailor learning experiences to individual needs. This dual focus fosters a more personalized, community-oriented classroom environment where every student is actively engaged, supported, and empowered to succeed.

Sierra Elementary is actively cultivating a sense of shared power through a collaborative leadership model that values and uplifts the voices of staff, parents, and community members in meaningful decision-making processes. The school engages stakeholders through inclusive structures such as the School Site Council, English Learner Advisory Council (ELAC), African American Advisory Council (AAAC), and other parent and community forums. These groups serve as platforms for dialogue, planning, and shared responsibility in shaping school priorities and initiatives. Staff members are also empowered to take on leadership roles through site-based teams, professional learning communities, and special project committees. By fostering transparency, encouraging diverse perspectives, and co-creating solutions, Sierra is building a leadership culture rooted in trust, mutual respect, and collective ownership of the school's mission and vision.

Sierra Elementary is deepening its commitment to continuous improvement by empowering each Professional Learning Community (PLC) collaborative team to engage in structured improvement cycles. These cycles are driven by student data, allowing teams to identify specific learning gaps, set targeted goals, and monitor progress over time. PLCs regularly analyze formative and summative assessment results, use data to inform instructional decisions, and adjust teaching strategies to meet the evolving needs of their students. Through ongoing collaboration and collective problem-solving, teachers develop and refine high-quality instructional practices. This focus on data-informed, team-based decision making ensures that all students benefit from responsive, effective instruction and that the school remains focused on measurable growth and equity for all learners.

PART B: Describe how you will engage historically marginalized student and family groups.

Sierra Elementary School will implement a multi-tiered approach to engage historically marginalized student and family groups, with a focus on students of color, system-involved students, and unhoused students. Strategies will include:

- 1. Culturally Responsive Practices:** Staff will receive ongoing professional development in culturally responsive teaching and communication to ensure that all students feel seen, valued, and respected in the learning environment.
- 2. Targeted Family Outreach:** Sierra will partner with community liaisons and family advocates to conduct intentional outreach to families who may face barriers to engagement, including home visits, flexible meeting times, and multilingual communication.
- 3. Dedicated Support Services:** The school will provide wraparound services, including counseling, social-emotional learning support, and referrals to housing, food, and mental health resources, ensuring that basic needs are met so students can thrive academically.
- 4. Affinity and Support Groups:** Sierra will continue developing student affinity groups and safe spaces, such as mentoring programs and lunch clubs, where students of color and other marginalized groups can connect, build confidence, and voice their experiences.
- 5. Inclusive Decision-Making:** Families from historically marginalized communities will be actively invited to participate in leadership and advisory roles, such as ELAC, AAAC, and School Site Council, ensuring their perspectives help shape school policies and practices.
- 6. Restorative and Trauma-Informed Practices:** To build trusting relationships and reduce punitive discipline, Sierra will use restorative circles and trauma-informed responses that support healing, repair harm, and promote student belonging.

Through these intentional, equity-centered strategies, Sierra aims to eliminate barriers to engagement and foster a school community where every student and family feels empowered, included, and supported.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessment and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
<p>Goal 1: CCSPP Strategy 1 – Shared Commitment, Understanding, and Priorities</p> <p>Sierra Elementary will increase student achievement in both English Language Arts and Mathematics by continuing to provide targeted tutoring services for 3rd, 4th, and 5th grade students using Community Schools</p>	No	<p>This goal was developed through a collaborative process aligned with CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities and informed by Sierra Elementary’s Needs and Assets Assessment. Stakeholders reviewed student achievement data, including CAASPP and local assessment results, which identified a need to improve student performance in English Language Arts and Mathematics, particularly in grades 3–5. The Assets Assessment highlighted existing strengths, including intervention programs, tutoring services, and collaborative staff practices. Building on these strengths, the school prioritized the use of Community Schools funds to expand targeted tutoring and academic support, with the goal of helping students move 5 points closer to standard on the CAASPP ELA and Mathematics assessments by 2026.</p>	<p>This is a newly established goal for the 2026-2027 school year.</p>

funds.
Through these academic supports, students will demonstrate growth and move 5 points closer to standard on the CAASPP English Language Arts and Mathematics Assessments by the 2026 administration.

<p>Goal 2: CCSPP Strategies: Centering Community- Based Learning and Strategic Community Partnerships</p> <p>Sierra Elementary will support the academic, social-emotional, and behavioral growth of students by providing targeted language development support for Multi-Language Learners,</p>	<p>This goal was developed through a collaborative process aligned with CCSPP Strategies 2 and 5 and informed by multiple data sources, including ELPAC results, YouthTruth surveys, Capturing Kids' Hearts (CKH) surveys, Sown-to-Grow social-emotional learning data, and feedback from students, families, staff, and community partners. The Needs and Assets Assessment identified a need to strengthen English language development for Multi-Language Learners, increase students' sense of belonging and connectedness, and create more welcoming, inclusive, and culturally responsive learning environments. Data also revealed concerns related to student behavior, emotional well-being, and inconsistent implementation of relationship-building practices across classrooms. Building on existing strengths, including community partnerships, student support systems, and staff commitment to student success, Sierra will provide targeted language development support, mental health and wellness</p>	<p>This is a newly established goal for the 2026-2027 school year.</p>
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<p>professional development for staff on creating welcoming and inclusive classroom communities, and mental health and wellness resources for students and families. By May 2026, Multi-Language Learners will demonstrate growth in English proficiency as measured by the ELPAC Summative Assessment, Sierra will reduce its suspension rate by 0.3%, and students will report an increased sense of belonging and connectedness on campus.</p>		<p>resources, and professional development focused on inclusive, restorative, and culturally responsive practices. These efforts are intended to improve English proficiency, strengthen school connectedness, and reduce suspensions by May 2026.</p>	
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<p>Goal 3: CCSPP: Collaborative Leadership and Sustaining Staff and Resources</p> <p>Sierra Elementary will strengthen family engagement, school connectedness, and student attendance by fostering meaningful partnerships with parents and community members. The school will provide parent education on attendance,</p>	<p>No</p>	<p>This goal was developed through a review of chronic absenteeism data, YouthTruth survey results, family engagement records, family surveys, and input from the School Site Council, ELAC, AAAC, and other parent advisory groups. The Needs and Assets Assessment revealed a need to strengthen student attendance, improve communication regarding academic expectations and student progress, and increase family engagement and connectedness. Families expressed a desire for greater access to information, resources, and opportunities to participate in school decision-making and events. Building on existing strengths, including strong parent advisory groups and community partnerships, Sierra identified parent education, expanded outreach, and meaningful engagement opportunities as key strategies to strengthen family-school partnerships, improve attendance, and foster a safe, supportive, and connected school community.</p>	<p>This is a new goal for the 2026-2027 school year.</p>
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academic expectations, and student progress; increase opportunities for families to participate in engagement, advocacy, and informational events; and offer resources, incentives, and positive reinforcement to support improved attendance and student success. Through these collaborative efforts, Sierra will continue to build a safe, supportive, and inclusive school community where families are active partners in education. By December 2026, parent participation and connectedness indicators on the YouthTruth Survey will increase by 5% or more,

while student attendance outcomes will demonstrate measurable improvement.			

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Sierra Elementary is committed to maintaining a shared vision focused on academic achievement, student well-being, and family engagement. Through regular collaboration with students, staff, families, and community partners, the school will continuously review data and stakeholder feedback to identify priorities and guide decision-making. This shared commitment ensures that Community Schools initiatives remain responsive to the evolving needs of the school community while promoting equity, belonging, and high levels of success for all students.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Sierra Elementary will strengthen community-based learning by ensuring that academic, social-emotional, and family engagement efforts are informed by the voices and experiences of students and families. Through the analysis of student achievement data, ELPAC results, attendance trends, YouthTruth surveys, and family feedback, educators will deepen their understanding of students' strengths, needs, cultures, and lived experiences. Professional learning will focus on culturally responsive teaching, inclusive instructional practices, and strategies that connect learning to students' identities and community experiences. Through targeted academic interventions, language development support for Multi-Language Learners, and meaningful family partnerships, Sierra will create learning environments where all students feel valued, supported, and connected to their learning.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

Sierra Elementary will continue to foster a culture of shared leadership by engaging students, families, staff, and community partners in decision-making processes. The Instructional Leadership Team, PBIS Team, SEL Team, School Site Council (SSC), English Learner Advisory Council (ELAC), African American Advisory Council (AAAC), and PTO will serve as collaborative structures for reviewing data, identifying needs, and monitoring progress toward school goals. Parent voice will continue to be gathered through surveys, forums, and engagement activities to ensure that school decisions reflect the priorities and needs of the community. Through these collaborative systems, Sierra will strengthen trust, transparency, and collective ownership of student success.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To ensure long-term sustainability, Sierra Elementary will continue to embed Community Schools practices into its existing systems, structures, and school culture. The school will leverage Community Schools funding, district resources, and community partnerships to support academic interventions, social-emotional learning, family engagement, and attendance initiatives. Professional development in inclusive practices, restorative approaches, and relationship-centered strategies will build staff capacity and ensure that successful practices continue beyond the life of the grant. Ongoing data analysis and continuous improvement cycles will guide resource allocation and program effectiveness.

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Sierra Elementary will strengthen and expand partnerships with community organizations, service providers, and families to support student achievement, wellness, and engagement. Community partners will collaborate with the school to provide tutoring, mental health resources, family education opportunities, attendance supports, and enrichment experiences. These partnerships will be responsive to the needs identified through stakeholder input and student data and will help ensure that students and families have equitable access to the resources necessary for success. By aligning community resources with school priorities, Sierra will continue to build a comprehensive support system for students and families.

Staffing and Professional Development

Staffing and Professional Development Summary

To meet the diverse academic and behavioral needs of our students, there is a critical need to both expand staffing and refine professional development offerings. Differentiated professional development opportunities are necessary to ensure all staff members—teachers, interventionists, and para-educators—receive training aligned to their specific roles and growth areas. A "one-size-fits-all" model is insufficient to address the wide range of needs across experience levels, content areas, and intervention expertise.

Additionally, to more effectively meet the needs of students requiring Tier 2 and Tier 3 supports, the hiring of specialized intervention teachers is essential. These interventionists will provide targeted small-group and individual instruction designed to close learning gaps and accelerate academic growth.

The hiring of additional para-educators is also crucial to support both academic and behavioral interventions. Academic para-educators will assist with the implementation of intervention programs, allowing for more frequent and intensive support for struggling learners. Behavioral para-educators will provide support in regulating behavior, teaching social-emotional skills, and assisting in maintaining a positive learning environment, especially for students exhibiting significant behavioral needs.

Together, these investments in staffing and professional learning will strengthen the multi-tiered systems of support (MTSS) on campus, promote student success, and build a more resilient, skilled workforce capable of meeting students where they are and helping them thrive.

Staffing and Professional Development Strengths

Sierra Elementary School demonstrates a strong commitment to fostering a supportive, high-quality learning environment through its staffing and professional development initiatives. The school's ongoing work in Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS) has established a positive, relationship-centered campus culture where students feel safe, valued, and connected. In addition, staff has engaged in professional development in Restorative Practices, strengthening their ability to build community, repair harm, and support positive student relationships. Through sustained professional learning in Teacher Clarity, Sierra teachers are continually refining their instructional practices to ensure that learning intentions and success criteria are transparent, resulting in more purposeful and focused instruction for all students.

Sierra is exceptionally well-staffed to meet the diverse needs of its students. A full-time Teacher on Special Assignment (TOSA) provides direct instructional coaching and supports ongoing professional growth. Two full-time counselors and a full-time psychologist ensure that students' social-emotional and mental health needs are addressed with comprehensive, proactive services. Additionally, four dedicated interventionists and 3 SAI teachers work daily to deliver targeted supports that address both academic and behavioral needs, ensuring that students receive timely, individualized interventions across multiple domains. Together, this dynamic staffing structure and dedication to professional development positions Sierra Elementary to deliver high-quality, responsive education for every student.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Sierra needs to provide differentiated professional development based on experience and specific training needs.

Root Cause/Why: Sierra teachers are extremely diverse with regard to their experience, years teaching, and training needs.

Needs Statement 2 (Prioritized): Sierra needs to hire a team of intervention teachers to support students with diverse tier 2 and tier 3 learning needs.

Root Cause/Why: Sierra Elementary School serves a diverse student population with a high percentage of system-involved students, students experiencing homelessness, and poverty. Sierra has a 33.8% transiency rate.

Needs Statement 3 (Prioritized): Sierra needs to hire a team of intervention teachers to support students with diverse tier 2 and tier 3 social-emotional and behavioral needs.

Root Cause/Why: Sierra Elementary School serves a diverse student population with a high percentage of system-involved students, students experiencing homelessness, and poverty. Sierra has a 33.8% transiency rate.

Needs Statement 4 (Prioritized): Sierra Elementary School needs to hire a team of para-educators to support students with Tier 3 academic needs and special education needs to support inclusions efforts and ensure access in the general education classroom.

Root Cause/Why: Sierra is a fully inclusive campus and several general education students present with Tier 3 instructional learning needs. Students with disabilities are scoring disproportionately lower in math and English language arts than all other subgroups.

Teaching and Learning

Teaching and Learning Summary

To continue improving outcomes for all students, there is a clear need to strengthen professional development for teachers in the areas of Universal Design for Learning (UDL) and Teacher Clarity. By focusing on UDL, teachers will be better equipped to design flexible learning environments that accommodate the diverse needs of students, ensuring equitable access to content. Through professional development in Teacher Clarity, teachers can enhance their ability to communicate learning intentions, success criteria, and provide structured learning experiences that drive student achievement.

There is also a critical need to target Tier I instructional strategies, specifically to better support African American students, who continue to perform disproportionately lower than their peers in both math and English language arts. A focused effort on improving the use of effective, actionable feedback during instruction is essential to close these gaps and promote high levels of engagement and success.

Additionally, improving overall instruction in math and English language arts remains a priority. Teachers need ongoing support in developing high-quality, standards-based lessons that emphasize rigor, relevance, and scaffolding to meet the needs of all learners. Strengthening foundational Tier I practices across classrooms will ensure that all students have access to high-quality, grade-level instruction.

In summary, professional development efforts should be prioritized around:

- Universal Design for Learning (UDL)
- Teacher Clarity practices
- Strengthening Tier I instruction, particularly through high-quality feedback for African American students
- Improving standards-based instructional practices in math and English language arts
- 26-27 Will introduce / Kagan strategies & collaborative learning strategies to staff & Students

Addressing these identified needs will contribute to more equitable outcomes and increased achievement for all students.

Teaching and Learning Strengths

At Sierra Elementary School, teaching and learning are grounded in a strong culture of collaboration and a shared commitment to student achievement. Teachers work in Professional Learning Community (PLC) teams to deconstruct standards, develop clear learning progressions, and create common assessments that drive instruction and inform student learning. Through ongoing collaboration, teachers design and refine lessons that meet the diverse needs of their students. Additionally, teachers partner closely with the intervention team to ensure cohesive support for all learners. Sierra's two dedicated Learning Centers provide targeted Tier 3 instruction in both math and reading across all grade levels, ensuring that students receive the intensive support they need to achieve success.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teachers need professional development in Universal Design for Learning (UDL) in order to support teachers in designing flexible, student-centered instruction.

Root Cause/Why: Sierra students with disabilities, English learners, and those from historically marginalized backgrounds are not receiving instruction that truly meets their needs. Students with disabilities are scoring disproportionately lower in math and English language arts than all other subgroups.

Needs Statement 2 (Prioritized): Teachers need further professional development in Teacher Clarity to support the intentionality of the standards.

Root Cause/Why: Teachers are not teaching standards to the intended rigor of the standard. Tier I instruction can be unclear or unfocused, leading to confusion, off-task behavior, and gaps in student understanding.

Needs Statement 3 (Prioritized): At Sierra Elementary School, there is an urgent need for teachers to strengthen Tier I instructional strategies to better support African American students. Targeted improvements in core instruction are essential to close achievement gaps, promote equity, and ensure all students have access to high-quality, rigorous learning experiences.

Root Cause/Why: African American students are performing disproportionately lower in both math and English language arts compared to all other student groups.

Needs Statement 4 (Prioritized): Sierra Elementary School needs to strengthen math instruction to ensure all students, particularly those performing below grade level, develop the foundational skills necessary for academic success. Targeted, high-quality math instruction is essential to close achievement gaps, support diverse learners, and improve overall student outcomes.

Root Cause/Why: Sierra students are performing 98.8 points below standards in math on CAASPP.

Needs Statement 5 (Prioritized): Sierra Elementary School needs to enhance English Language Arts instruction to improve students' reading, writing, and critical thinking skills. Strengthening ELA instruction is essential to close achievement gaps, support diverse learners, and ensure all students meet or exceed grade-level standards.

Root Cause/Why: Sierra students are performing 87.1 points below standard on CAASPP.

Needs Statement 6 (Prioritized): Sierra Elementary School needs to offer structured Tier 2 intervention for all students, targeting high priority standards in math and reading, based on common formative assessment data.

Root Cause/Why: Over 2/3 of Sierra students are Tier 2 or Tier 3 in reading and math.

Needs Statement 7 (Prioritized): Sierra Elementary School needs to offer a skills-based Tier 3 intervention that is evidenced-based and can meet the intensive learning needs of both general education students and students with IEPs.

Root Cause/Why: Over 1/3 of Sierra students are Tier 3 in reading and math.

Needs Statement 8 (Prioritized): Multi-Language Learners have demonstrated consistent growth in their acquisition of English. While many are demonstrating growth, there are many students who are not demonstrating an increase in their proficiency level as measured by the ELPAC Summative Assessment and continue to need additional support.

Root Cause/Why: Sierra students are making minimal growth in reading and writing which has an impact on their academic vocabulary and complex language development.

Parental Engagement

Parental Engagement Summary

Sierra Elementary School recognizes the critical role that parents and families play in supporting student success. There is a significant need to strengthen communication with families, particularly in providing clear, consistent, and timely information regarding academic expectations and student progress. Currently, communication gaps hinder families' ability to effectively support their children's learning at home. Additionally, Sierra needs to create a more inclusive and welcoming environment for all families, ensuring that every parent feels valued, respected, and connected to the school community. Beyond improved communication, there is a pressing need to offer meaningful and accessible opportunities for families to engage with the school, both academically and socially. Furthermore, Sierra must actively partner with parents to address the school's high rate of chronic absenteeism by developing shared strategies that prioritize consistent attendance and reinforce the importance of daily, on-time participation in school. Strengthening these partnerships will be essential to improving student outcomes and building a more cohesive, supportive school community.

Parental Engagement Strengths

At Sierra Elementary School, we are proud of the strong partnership we have cultivated with our families, particularly in the areas of decision-making and representation. Parents consistently report feeling empowered to play an active role in shaping important decisions that impact the school community. Our parent and family groups provide inclusive and accessible opportunities for involvement, ensuring that a diverse range of voices are heard and valued. Through clear and consistent communication, families feel well-informed about key decisions and confident that their perspectives are respected and considered. In addition, families report that Sierra provides adequate resources to prepare their children for future success, further strengthening their trust and investment in our school community. This collaborative environment has built a culture of transparency, shared ownership, and collective commitment to student achievement.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): To build a stronger sense of culture, Sierra needs to improve communication, create more inclusive and welcoming environments, and offer meaningful opportunities for all families to engage. Strengthening parent culture will help build trust, improve relationships, and support student success.

Root Cause/Why: Sierra parents reports not feeling adequately informed regarding their students' progress and what their students should be learning. Parents report not feeling a connection to the school's mission and vision.

Needs Statement 2 (Prioritized): At Sierra Elementary School, there is a critical need to strengthen communication with parents regarding academic expectations and student progress. Increasing the frequency, clarity, and accessibility of academic updates will empower parents to better support their children's learning, foster

Root Cause/Why: Although families are supportive and invested in their children's education, current communication practices do not consistently provide parents with timely, clear, and specific information about academic goals, student achievement, and areas for growth.

Needs Statement 3 (Prioritized): Sierra Elementary School needs to partner with parents to address chronic absenteeism, ensuring students attend school on time every day to support their academic success, social development, and long-term achievement.

Root Cause/Why: A large percentage of Sierra students experience chronic absenteeism.

School Culture and Climate

School Culture and Climate Summary

Sierra Elementary School recognizes the critical need to strengthen and expand its daily social-emotional learning (SEL) instruction across all three tiers of its Multi-Tiered System of Supports (MTSS). To lay a strong foundation, Tier I SEL instruction must be embedded into every classroom and integrated seamlessly into all subject areas to ensure that every student receives consistent and meaningful SEL opportunities throughout the day. In addition, Sierra educators require targeted professional development in both restorative practices and trauma-informed practices. Training in these areas will equip staff with the skills necessary to build supportive, inclusive classroom communities, respond effectively to student needs, and proactively address behavioral and emotional challenges. By prioritizing daily SEL instruction and investing in professional development, Sierra will foster a safe, caring, and resilient learning environment for all students.

School Culture and Climate Strengths

Sierra Elementary School demonstrates a strong commitment to creating a positive, supportive school climate through its effective implementation of Positive Behavioral Interventions and Supports (PBIS) and Capturing Kids' Hearts (CKH). These frameworks are firmly embedded across the campus, promoting consistent expectations, strong relationships, and a culture of respect and responsibility among students and staff. This past year, Sierra also began the important work of integrating restorative practices, further strengthening its approach to building community and addressing student needs in a proactive and empathetic manner. Additionally, Sierra hosts a dedicated Social-Emotional Learning (SEL) Center, where Tier 3 students receive intensive, targeted SEL support four days a week. In this small-group setting, led by a credentialed teacher, students engage in 25-minute sessions focused on developing emotional regulation, conflict resolution, and coping skills.

Sierra is proud to be a fully inclusive campus, where all students—regardless of their individual learning needs—are welcomed, supported, and provided with the optimal educational experience to reach their fullest potential. These initiatives collectively reflect Sierra's unwavering commitment to fostering a safe, inclusive, and emotionally supportive environment for every learner.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Sierra Elementary School needs to implement daily, intensive social emotional learning at all tiered levels of support. Daily SEL instruction is essential because students need consistent support to build the foundational skills for managing emotions, building relationships, resolving conflicts, and making responsible decisions.

Root Cause/Why: Sierra parents report that they feel that their students are not safe on campus. Sierra students report that they feel they are not safe from bullying on campus. African American students continue to be suspended disproportionately to other subgroups and a significantly high number of ODRs continue to be written for physical aggression.

Needs Statement 2 (Prioritized): Sierra Elementary School staff needs further training in Restorative Practices. Professional development in restorative practices is essential for building a positive, student-centered school culture. Elementary educators need tools to address behavior in ways that strengthen relationships,

repair harm, and teach accountability--rather than relying solely on punitive discipline.

Root Cause/Why: Sierra parents report that they feel that their students are not safe on campus. Sierra students report that they feel they are not safe from bullying on campus. African American students continue to be suspended disproportionately to other subgroups and a significantly high number of ODRs continue to be written for physical aggression.

Needs Statement 3 (Prioritized): Sierra Elementary School needs targeted training in Trauma-Informed Practices to better support students' social-emotional needs, create safe and responsive learning environments, and improve academic and behavioral outcomes for all students.

Root Cause/Why: Many Sierra students come to school having experienced trauma, which can significantly impact their behavior, learning, and emotional regulation. Without understanding the effects of trauma, educators may misinterpret students' actions, unintentionally escalate situations, or miss opportunities to provide needed support.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities - Sierra will see an increase in student achievement by continuing to offer tutoring services for 3rd, 4th, and 5th graders in the area of English language arts, using Community Schools funds. Sierra students will grow 5 points closer to standard on the CAASPP ELA Assessment by the administration of the 2026 CAASSP Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - English Language Arts (All Students Grades 3rd - 5th)	87.1 points below standard	82.1 points below standard
CAASPP - English Language Arts (Multi-Language Learners)	74.4 points below standard	69.4 points below standard
CAASPP - English Language Arts (African American)	119.4 points below standard	114.4
CAASPP - English Language Arts (Foster Youth)	Fewer than 11 students tested (Data not displayed for privacy)	N/A
CAASPP - English Language Arts (Homeless Students)	Fewer than 11 students (76.9)	71.9

CAASPP - English Language Arts (Socioeconomically Disadvantaged)	90.6	85.6
CAASPP - English Language Arts (Students with Disabilities)	157.2	152.2
iReady Reading (All Students)	2025 MOY - 22% 2025 EOY - 36%	2025 MOY - 27% 2025 EOY - 41%
iReady Reading (Multi-Language Learners)	2025 MOY - 9% 2025 EOY - 19%	2025 MOY - 14% 2025 EOY - 24%
iReady Reading (African American)	2025 MOY - 18% 2025 EOY - 32%	2025 MOY - 23% 2025 EOY - 37%
iReady Reading (Foster Youth)	2025 MOY - 14% 2025 EOY - 31%	2025 MOY - 19% 2025 EOY - 36%
iReady Reading (Homeless Students)	2025 MOY - 20% 2025 EOY - 34%	2025 MOY - 25% 2025 EOY - 39%
iReady Reading (Socioeconomically Disadvantaged)	2025 MOY - 21% 2025 EOY - 35%	2025 MOY - 26% 2025 EOY - 40%
iReady Reading (Students with Disabilities)	2025 MOY - 4% 2025 EOY - 15%	2025 MOY - 9% 2025 EOY - 20%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 1.2

Goal #	Description
Goal 1.2	CCSPP Strategy 1: Shared Commitment, Understanding, & Priorities - We will see an increase in student achievement by continuing to offer tutoring services for 3rd, 4th, and 5th graders in the area of mathematics using Community School Funds. Academics - Students will grow 5 points closer to standard by the 2026 CAASPP administration.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Mathematics (All Students 3rd - 5th)	98.8 points below standard	95.8 points below standard
CAASPP - Mathematics (Multi-Language Learners)	79.4 points below standard	74.4 points below standards
CAASPP - Mathematics (African American)	135.2 points below standard	130.2 points below standard
CAASPP - Mathematics (Foster Youth)	No performance color (Data not displayed for privacy)	N/A
CAASPP - Mathematics (Homeless)	No performance color 94.6	89.6
CAASPP - Mathematics (Socioeconomically Disadvantaged)	101.6 points below standard	96.6 points below standard
CAASPP - Mathematics (Students with Disabilities)	151.1 points below standard	146.1 points below standard

iReady Mathematics (All Students)	MOY - 11% EOY -	MOY - 16% EOY -
iReady Mathematics (Multi-Language Learners)	MOY - 4% EOY -	MOY - 9% EOY -
iReady Mathematics (African American)	MOY - 6% EOY - 26%	MOY - 11% EOY - 31%
iReady Mathematics (Foster Youth)	MOY - 8% EOY - 17%	MOY - 13% EOY - 23%
iReady Mathematics (Homeless Students)	MOY - 7% EOY -	MOY - 12% EOY -
iReady Mathematics (Socioeconomically Disadvantaged Students)	MOY - 10% EOY - 26%	MOY - 15% EOY - 31%
iReady Mathematics (Students with Disabilities)	MOY - 5% EOY - 8%	MOY - 10% EOY - 13%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	All grade will use their guaranteed, viable curriculum to teach mathematics and increase student proficiency in mathematics.	All Students		
1.2.2	Teachers will provide Tier 2 differentiated support for students during a designated extended core learning time. Students will be provided with standards-based intervention in small-groups, based on formative assessment data.	All Students	\$5,000 \$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1 Account Code: 2000–2999 Classified Personnel Salaries

1.2.3	Sierra Elementary School will provide a Tier 3 intervention in math, through a Learning Center model, that provide pull-out services in a general education setting for both general education students and students with disabilities.	All Students	\$10,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 1.3

Goal #	Description
Goal 1.3	CCSPP Strategy 2: Centering Community Based Learning - We will see an increase in language development by offering tutoring services for multi-language learners using Community School Funds. By May 2026, Multi-Language Learners will demonstrate growth and will increase their level of English proficiency as measured by the ELPAC Summative Assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard English Language Progress Indicator	62.3% Making Progress	66% Making Progress
Reclassification Rates	22%	25%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	Multi-Language Learner students will have designated ELD instruction differentiated by ELPAC level during a school-wide common designated period each school day and Integrated ELD strategies will be taught in all content areas.	English Learners	\$10,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries

1.3.2	Sierra will ensure that all multi-language learners receive high-quality Tier I instruction to support academic language development and English language acquisition through content area instruction.	English Learners	\$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
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Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 1.4

Goal #	Description
Goal 1.4	Sierra students will decrease their distance from standard by 5 points by the 2026 administration of the CAST assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Science (All 5th Grade)	25.7 points below standard	20.7 points below standard

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Sierra will ensure that all 5th grade students are provided with high-quality, rigorous Tier I instruction in Science.	All Students	\$5,000	LCFF - Base Account Code: 4000-4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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Goal 1.5

Goal #	Description
Goal 1.5	Fiscal Solvency (Operational Expenditures)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.5.1	Fiscal Solvency (Operational Expenditures)	All Staff	\$3,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
			\$43,701	LCFF - Base

Annual Review

SPSA Year Reviewed: 2025-2026

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

Goal 2.1

Goal #	Description
Goal 2.1	CCSPP Strategy 5: Strategic Community Partnerships: Community schools will help support students through professional development with teachers on how to build classroom communities that are welcoming and inclusive for all students and families. By May 2026, Sierra will reduce it's suspension rate by 0.3%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (All Students)	2.6%	2.3%
Suspension Rate (African American)	4.6%	4.3%
Suspension Rate (Multi-Language Learner)	1%	0.7%
Suspension Rate (Foster)	0%	0%
Suspension Rate (Homeless)	1.8%	1.5%
Suspension Rate (Socioeconomically Disadvantaged)	2.7%	2.4%
Suspension Rate (Students with Disabilities)	6.6%	6.3%
Chronic Absenteeism (All Students)	41.5%	41%

Chronic Absenteeism (African American)	47.8%	47.3%
Chronic Absenteeism (Multi-Language Learner)	23.2%	22.7%
Chronic Absenteeism (Foster)	25.7%	25.2%
Chronic Absenteeism (Homeless Students)	55.1%	54.6%
Chronic Absenteeism (Socioeconomically Disadvantaged)	42.7%	42.2%
Chronic Absenteeism (Students with Disabilities)	42.2%	41.7%
Youth Truth Students (Belonging) "Do you feel like an important part of your school?"	33%	38%
Youth Truth Students (Relationships) "Is your teacher fair to you?"	69%	74%
Youth Truth Students (Culture) "Do students behave in class?"	14%	19%
Youth Truth Families (Resources) "My school has the resources necessary to achieve learning goals."	69%	74%
Youth Truth Families (Engagement) "Parent/ family members are included in planning school activities."	68%	73%

Youth Truth Families (Safety) "My child's learning environment is safe."	68%	73%
Youth Truth Families (Culture) "My school creates a friendly environment."	86%	91%
Youth Truth Families (Relationships) "I feel comfortable approaching teachers about my child's progress."	97%	99%
Youth Truth Families (Communication & Feedback) "Teachers communicate expectations for my child's progress."	83%	88%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Sierra will fully implement all SEL tier I supports, including CKH, PBIS, Kelso's Choices, and Restorative Practices to ensure that all students are learning multiple productive and healthy strategies to solve their problems and cope with their emotions while at school.	All Students	\$33,382.34	Title 1 Account Code: 4000-4999 Books and Supplies
2.1.2	Sierra Elementary will continue to offer a SEL center that provides intensive social-emotional learning support for Tier 2 and Tier 3 students, 4 days per week, in a small-group setting.	All Students		

2.1.3	<p>CCSPP Strategy 5: Strategic Community Partnerships: Using Community School's funds, Sierra will provide mental health and wellbeing resources for students and their families.</p> <p>By May 2026, Sierra will provide resources, activities, and supports (mentors, counselors, play works, parent workshops and outside services) to increase students' sense of belonging on campus. Discuss development of a wellness center for all students.</p>	All Students	<p>\$50,000</p> <p>\$35,925.99</p>	<p>Equity Multiplier Account Code: 2000–2999 Classified Personnel Salaries</p> <p>Equity Multiplier Account Code: 1000–1999 Certificated Personnel Salaries</p>
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Annual Review

SPSA Year Reviewed: 2025-2026

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

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Goal 2.2

Goal #	Description
Goal 2.2	Sierra students in K through 5th grade will participate in Visual and Performing Arts (VAPA)- Music and dance twice per week to recognize various cultures. Goal is to reduce chronic absenteeism on the days of both music and dance performances / classes

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	Sierra will provide all students in Kindergarten through fifth grade with equitable access to a standards-aligned Visual and Performing Arts (VAPA) program that includes enriched music and dance instruction twice per week through outside instructors. Instruction will integrate culturally responsive practices by recognizing and celebrating diverse cultural traditions, thereby increasing student engagement and connectedness to school.		\$127,274.68	Prop 28: Arts & Music in Schools 80% - Employment Account Code: 2000–2999 Classified Personnel Salaries
			\$31,818.67	Prop 28: Arts & Music in Schools 20%

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 3.1

Goal #	Description
Goal 3.1	By May 2026, Sierra elementary school will reduce chronic absenteeism by 0.5%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Year-to-Date Attendance Percentage (All Students)	90.96%	93%
Office Discipline Referrals (All Students - Major)	389	350
Office Discipline Referrals (All Students - Minor)	315	350

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>CCSPP Strategy 4: Sustaining Staff and Resources: Sierra will create partnerships with parents to help promote an increase in student attendance. Sierra will offer parent educational workshops regarding the importance of school attendance, academics and behavior along with resources for supporting parents in getting their students to school.</p> <p>Sierra will offer incentives and positive reinforcement for both students and their families for students with good and improved attendance.</p>	All Students	<p>\$10,000</p> <p>\$5,000</p> <p>\$41,239.45</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies</p>
3.1.2	<p>CCSPP Strategy 3: Collaborative Leadership: Sierra will provide parent education to increase knowledge regarding learning expectations and student progress.</p> <p>Sierra Elementary will continue to promote a strong school and community partnership where students and parents are an integral part of our community and report feeling safe and supported while at school.</p>	All Students	<p>\$6,000</p> <p>\$10,000</p> <p>\$41,239.45</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 3.2

Goal #	Description
Goal 3.2	CCSPP Strategy 3: Collaborative Leadership - Through continued partnership with our families and communities, an increase in connectedness will be evident throughout all areas of campus. Sierra will increase the number of parents who attend parent engagement, advocacy, and informational events. By December 2026, when the annual Youth Truth Survey is administered, there will be increases in all areas indicated above by 5% or more.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Staff (Professional Development) "My professional development over the last year has provided me with content support."	90%	95%
Youth Truth Staff (Culture) "My school runs smoothly."	67%	72%
Youth Truth Staff (Culture) "My school's employees are committed to the success of my school."	78%	83%
Youth Truth Student (Relationships) "Does your teacher give you extra help if you need it?"	42%	47%
Youth Truth Family (Engagement) "I feel empowered to play a meaningful role in decision-making at my school."	76%	81%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	Sierra staff will receive professional development and training regarding how to provide a welcoming and inclusive learning environment for all students. Sierra will provide various learning and enrichment activities to meet the learning needs and interests of diverse learners.	All Students	\$50,000 \$52,422.98	Title 1 Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
3.2.2	Sierra will provide meaningful professional development for staff and teachers to better equip them to provide quality tier 1 instruction, as well as differentiated support and SEL support for all students.	All Students	\$15,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
3.2.3	Community-building events such as family nights, cultural celebrations, and open forums to strengthen the relationship between school, students and their families to foster a sense of belonging and community	All Students	\$11,000	LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.1

Goal #	Description
Goal 4.1	By May 2025, Sierra Elementary will increase the above rated indicators by 3 percentage points in all identified areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth (overall) "My school's employees are committed to the success of my school."	78%	81%
Youth Truth (African American) "My school's employees are committed to the success of my school.)	83%	86%
Youth Truth (overall) "My school communicates a clear direction for the future."	73%	76%
Youth Truth (African American)	67%	69%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	The principal at Sierra Elementary School will work with an designated outside consultant to target her developing skills in providing access and equity on the Sierra campus.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.2

Goal #	Description
Goal 4.2	By May 2025, Sierra teachers will indicate higher levels of personal leadership and accountability for school behavior and social-emotional initiatives, such as CKH, PBIS, and Social-emotional learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student (overall) "Do students from your class treat the teacher with respect?"	32%	35%
Youth Truth Student (Students with Disabilities) "Do students from your class treat the teacher with respect?"	48%	51%
Youth Truth Student (African American) "Do students from your class treat the teacher with respect?"	28%	31%
Youth Truth Student (Homeless) "Do students from your class treat the teacher with respect?"	29%	32%
Youth Truth Student (Foster) "Do students from your class treat the teacher with respect?"	57%	60%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.2.1	Sierra Elementary administration will work to enhance educator self-efficacy and personal leadership to expand teacher leaders throughout campus.	All Students	\$6,406.42 \$23,720.58	LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries
4.2.2	Sierra administration and the instructional coach will conduct one-on-one teacher interviews three times per year to develop personalized learning paths and leadership development goals and targets for each teacher. During these meetings we will provide support and feedback on each teacher's individualized goal plans.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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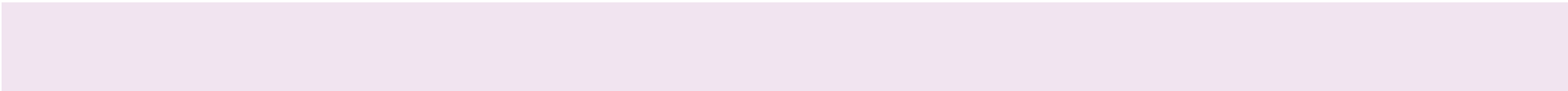
Analysis

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Goal 4.3

Goal #	Description
Goal 4.3	Sierra teachers will work in PLC collaborative teams to plan effective lessons, select and design formative assessments, review student assessment data, and determine how to support students who are not meeting or who are exceeding mastery of content standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Staff (overall) "My professional development over the last year has provided me with content support."	86%	89%
YouthTruth Staff (African American) "My professional development over the last year has provided me with content support."	100%	100%
Youth Truth Staff (overall) "I receive regular feedback from my colleagues."	82%	85%
Youth Truth Staff (African American) "I receive regular feedback from my colleagues."	83%	86%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.3.1	Teachers will work at differentiated levels with the instructional coach, administration, and a consultant to further their individual level of Teacher Clarity implementation.	All Students	\$119,880	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026

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

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Goal 4.4

Goal #	Description
Goal 4.4	Sierra will reduce the number of students with disabilities suspended by 0.3% by May 2025.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (overall)	2.6%	2.3%
Suspension (SWD)	6.6%	6.3%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.4.1	Sierra will provide targeted training on Behavior Support Services, including BIPs, FBAs, behavior goals, Social Stories, token economies, etc. that are used to support students with disabilities for all teachers and para-educators.	All Students		
4.4.2	Using CCSPP, Sierra support staff will receive trauma-informed practices professional development, training, and coaching.	Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 5.1

Goal #	Description
Goal 5.1	Sierra Elementary School Teachers will increase the frequency of effective feedback given to students in underperforming subgroups by 50% by May 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (African American)	119.4 points below standard	116.4 points below standard
CAASPP ELA (English Learners)	74.4 points below standard	71.4 points below standard
CAASPP ELA (Socioeconomically Disadvantaged)	90.6 points below standard	87.6 points below standard
CAASPP ELA (Students with Disabilities)	157.2 points below standard	154.2 points below standard
CAASPP Math (African American)	135.2 points below standard	132.2 points below standard
CAASPP Math (Socioeconomically Disadvantaged)	101.6 points below standard	98.6 points below standard
CAASPP Math (Students with Disabilities)	151.1 points below standard	148.1 points below standard

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Through the use of CCSPF funding, provide targeted professional development in the methodology behind and strategies for implementing feedback in the classroom setting.	All Students		
5.1.2	Conduct weekly walkthroughs and collect frequency data on teacher-to-student feedback in the classroom. Meet with teachers in PLCs to review frequency data trends.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 5.2

Goal #	Description
Goal 5.2	Sierra Elementary School will reduce the number of major ODRs by 10% by May 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Minor ODRs 2024-2025	352	300
Major ODRs 2024 - 2025	431	400
Major ODRs (Physical Aggression) 2024 - 2025	232	209
Major ODRs (Defiance) 2024 -2025	83	75

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.2.1	Sierra Elementary School will design and implement a Social Emotional Learning Center to support Tier 3 behavioral and social-emotional learning needs of identified students.	All Students	\$10,000	Equity Multiplier Account Code: 2000–2999 Classified Personnel Salaries

5.2.2	Sierra Elementary will contract to hire student mentors to support with social emotional and behavioral interventions throughout campus.	All Students	\$382,564	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures
5.2.3	Sierra Elementary will hire an intake teacher to support students with their transition to Sierra midyear.	All Students	\$120,000	Equity Multiplier Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-2026

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

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

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

Goal 5.3

Goal #	Description
Goal 5.3	Sierra Elementary will reduce the number of students scoring Tier 2 on the iReady diagnostic 10% by May 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Overall (Tier 2)	43%	33%
iReady Math Overall (Tier 2)	55%	45%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.3.1	Sierra Elementary will implement a Tier 2 Walk-to-Learn time where students are given targeted intervention based on their identified need, according to common formative assessment data, based on high-priority standards.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.4

Goal #	Description
Goal 5.4	Sierra Elementary School will reduce the number of students scoring Tier 3 on the iReady Diagnostic by 10% by May 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math (Tier 3)	34%	24%
iReady Reading (Tier 3)	36%	26%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.4.1	Sierra Elementary School will design and implement two learning centers (lower grade and upper grade) that provide math and reading Tier 3 intervention for identified students.	All Students		
5.4.2	Sierra Elementary School will hire additional para-educators to provide foundational skill support out of the learning center to push-in to classrooms, in order to meet with students who need Tier 3 support outside of the learning center.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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

left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$350,949.34
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,413,719.58

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$350,949.34
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$350,949.34

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$41,127.00
LCFF - Base	\$61,701.00
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$31,818.67
Prop 28: Arts & Music in Schools 80% - Employment	\$127,274.68
Equity Multiplier	\$818,369.99

Unrestricted State Lottery	\$1,500.00
Restricted Lottery	\$5,000.00
ELO-P	\$100,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$1,351,749.14

Total of federal, state, and/or local funds for this school: \$1,702,698.48

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
Cathrine Allison	School site Council
Toni Dinkins	School Site Council
Paulette Gomez	School Site Council
Brandy Tate	School Site Council

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 04/15/2026.

Attested:

Principal, Andre' D. Jones on 04/15/2026