

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Sierra Lakes Elementary 36 67710 6119986		SSC Approval Date: May 13, 2022
School Address	5740 Avenal Place, Fontana, CA 92336		Local Governing Board Approval Date: Pending Board Approve June 8, 2022 Original
Name of Principal	Maria E. Talamantes	Phone # and Email	(909) 357-5270, maria.talamantes@fusd.net
Name of SSC Chairperson	Christine Omar	Phone # and Email	(909) 357-5270, OmarCM@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Vision – Sierra Lakes Elementary School has a vision to increase Student Growth, guided by the ongoing communication and collaboration of the School Site Council (SSC), the Instructional Leadership Team (ILT), and Professional Learning Communities (PLC). By using data to identify the strengths and weaknesses of the school, each grade level and individual student needs, we collectively implement instructional strategies, which support the highest levels of learning. Ultimately, we intend to make sure students have high levels of academic achievement that lead to every student being college and career ready, in the preparation to becoming global citizens.

Mission Statement - Sierra Lakes Elementary School will be a safe, positive school community dedicated to fostering passion, creativity, integrity and unity, where all members are committed to the academic and personal success of all students.

SCHOOL AND COMMUNITY PROFILE

Sierra Lakes is among the district’s newer elementary schools and has one of the highest culturally diverse enrollments in the district. Built in 2002, the school sits on seven acres. Sierra Lakes Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision.

Sierra Lakes serves 704 K-5 grade students. Our student body is composed of a rich and diverse group of ethnicities and cultures. Our largest population is our Hispanic/Latino students which make up 56.5% of our student body. Our remaining student body is comprised of 13.8% African American, 10.4% Caucasian and 9.5% of Asian descent. Other student groups include our English Language Learners 12.6%, Special Education students (Resource, Special Day, Speech, Adaptive Physical Education) 10.5%, Socioeconomically Disadvantaged 54.7%.

Sierra Lakes Elementary School received its designation as a California Distinguished School and the Title I Accolade of “2017-18 Education Results Partnership California Honor Roll School Achievement Award.”

SPSA HIGHLIGHTS (bullet points)

Services for students will focus on:

- Clarity: Learning Targets and Success Criteria
- Reading: Early Literacy Focus
- Write from the Beginning Training for teacher, with the intent to increase students' ability construct a well written response
- College and Career Readiness
- Continued growth of PBIS to include Tier III
- Campus beautification

INCREASED OR IMPROVED SERVICES (bullet points)

- Training teachers with the Write from the Beginning program.

SCHOOL BACKGROUND

- All students will have an opportunity to use instructional software to meet their individual needs in literacy and math.
- United 2 Read for grades K-3.
- Afterschool enrichment opportunities in STEAM.
- Afterschool intervention opportunities to support literacy and math skills.

MOONSHOT

Sierra Lakes Elementary School will promote a college and career going culture.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
704	54.7	12.6	1.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	89	12.6
Foster Youth	13	1.8
Homeless	5	0.7
Socioeconomically Disadvantaged	385	54.7
Students with Disabilities	74	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	97	13.8
American Indian or Alaska Native	3	0.4
Asian	67	9.5
Filipino	41	5.8
Hispanic	398	56.5
Two or More Races	23	3.3
Native Hawaiian or Pacific Islander	2	0.3
White	73	10.4

These data points indicate:

1. Slightly more than half of the students enrolled at Sierra Lakes qualify as Socioeconomically Disadvantaged students.
2. English Language Learners make up 89 out of 704 students or 12.6 percent of the school's enrollment.
3. The primary student group at Sierra Lakes Elementary School is Hispanic. African Americans and Whites are the student groups that are second and third, respectively.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Chronic Absenteeism and Suspension Rate have decreased significantly, moving them both in a positive direction, from orange to green.
2. Mathematics scores have shown some improvement, as indicated by a positive movement from orange to yellow.
3. Reading scores have remained the same, as indicated by no movement from orange to yellow.

School and Student Performance Data

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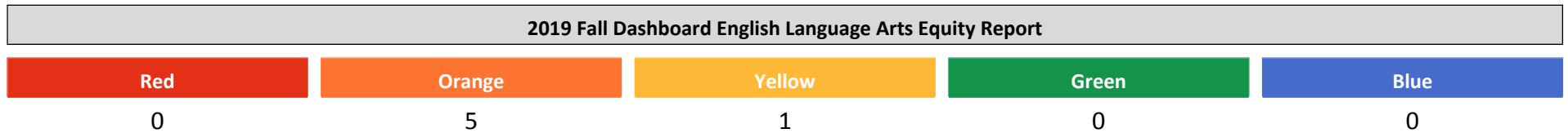
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 8 points below standard Maintained ++1 points 316	 Orange 27.3 points below standard Declined -14.7 points 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 23.2 points below standard Maintained -1.2 points 189	 Orange 120.7 points below standard Increased ++6 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19.2 points below standard Maintained ++2.9 points 53	 No Performance Color 0 Students	 No Performance Color 43.4 points above standard Increased ++3.6 points 17	 No Performance Color 42.3 points above standard Increased Significantly ++26 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.2 points below standard Declined -7.5 points 169	 No Performance Color 36.4 points above standard Increased Significantly ++41.2 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 17.3 points below standard Increased ++8.7 points 37

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.5 points below standard Increased Significantly ++18.7 points 43	49.4 points above standard Declined -5.7 points 22	5.2 points below standard Increased ++6.4 points 243

These data points indicate:

- The student groups of Asian, Filipino and Two or More Races are above standard in English Language Arts. While all other student groups are below the standard.

2. The student groups of English Learners and Hispanic showed regression, -14.7 points and -7.5 points, respectively. With both student groups performing below the standard, it is clear that these students required targeted supports and adequate progress monitoring of stated goals.
3. The following student groups showed positive growth in ELA, but are below the standard.:
 - All Students.....from 9 points below standard to 8 points below standard (1 point growth)
 - Students with Disabilities.....from 126.7 points below standard to 120.7 points below standard (6.0 points growth)
 - African American.....from 22.1 points below standard to 19.2 points below standard (2.9 points growth)
 - White.....from 26 points below standard to 17.3 points below standard (8.7 points growth)

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

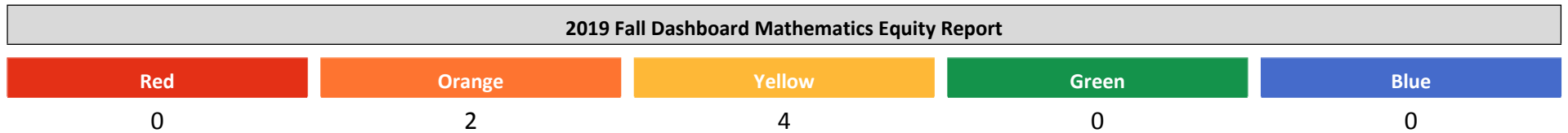
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Yellow

35.6 points below standard

Increased ++3.1 points

316

English Learners



Orange

39.6 points below standard

Maintained ++2.5 points

65


Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7


Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



Yellow

45.1 points below standard

Increased ++5.7 points

189

Students with Disabilities









Orange

111 points below standard

Increased Significantly
++32.8 points

31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 58.2 points below standard Increased ++4.7 points 53	 No Performance Color 22.9 points above standard Increased Significantly ++20.6 points 17	 No Performance Color 1.5 points below standard Declined -8.8 points 22	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41 points below standard Increased ++4 points 169	 No Performance Color 23.7 points below standard Declined -8.5 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 33.2 points below standard Increased ++9.6 points 37

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.7 points below standard Increased Significantly ++36.9 points 43	13.2 points above standard Maintained -1.9 points 22	36 points below standard Increased ++4.8 points 243

These data points indicate:

1. The overall school wide population at Sierra Lakes Elementary School showed improvement in Mathematics scores of All Students, as indicated by moving in a positive direction from orange to yellow (38.7 points below standard to 35.6 points below standard .. 3.1 point growth). However, a disparity

needs to be noted between All students and the African American student group, as the African American student group is 22.6 points below the ALL Student group.

2. Reclassified English Learners are above standard in Mathematics, but showed regression, from 15.1 points ABOVE standard to 13.2 points ABOVE standard (-1.9 points lower). Asian and Reclassified English Learners are above standard in Mathematics, from 2.3 points ABOVE standard to 22.9 points ABOVE standard (20.6 points growth).
3. There is a significant difference in performance between the student groups of All Students and Students with Disabilities. However, Students with Disabilities made a significant increase in their performance level in Mathematics, which demonstrates that we are narrowing the achievement gap for this student group.
 - All Students.....from 38.7 points below standard to 35.6 points below standard (3.1 points growth)
 - Students with Disabilities.....from 143.8 points below standard to 111 points below standard (32.8 points growth)

School and Student Performance Data

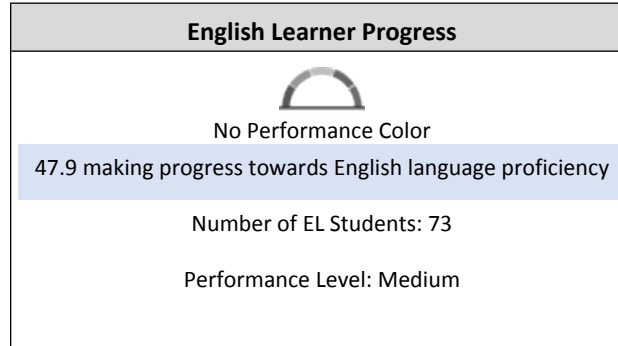
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4	35.6	4.1	43.8

These data points indicate:

1. Forty-seven point nine percent of English Language Learners made progress towards English language proficiency.
2. Forty-three point eight percent of English Language Learners progressed at least one ELPI Level.

3. Sixteen point four percent of English Language Learners decreased their ELPI Level and 35.6% did not make progress. Therefore, 52% of the EL students did not make adequate progress towards English proficiency.

School and Student Performance Data

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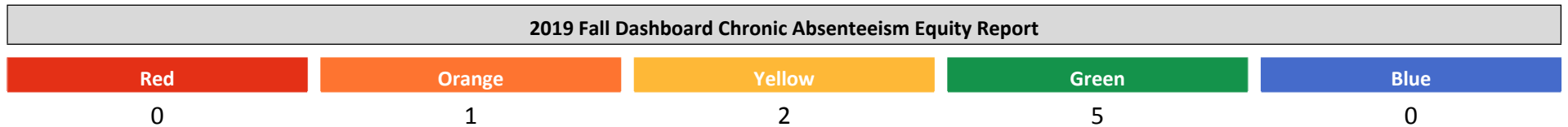
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

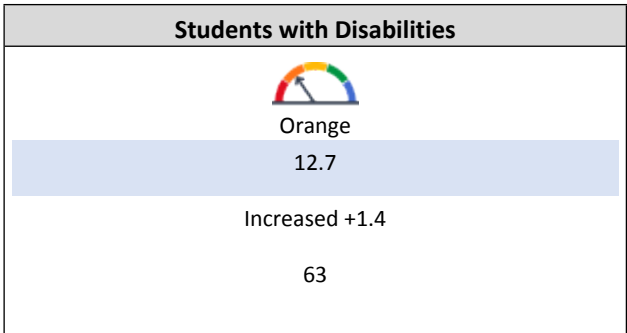
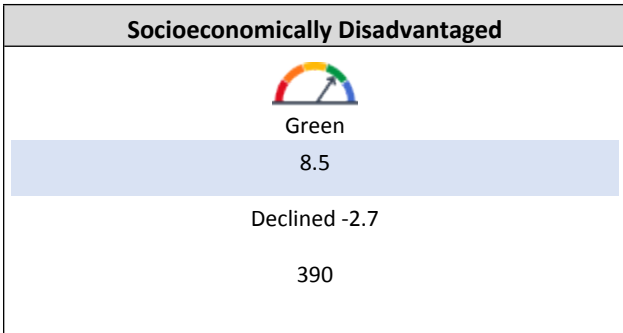
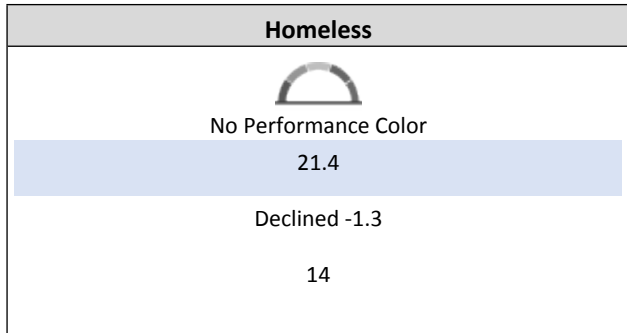
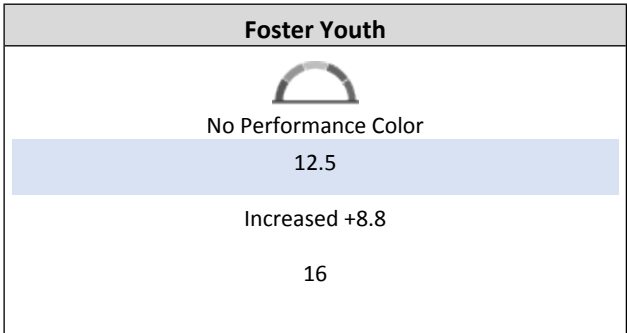
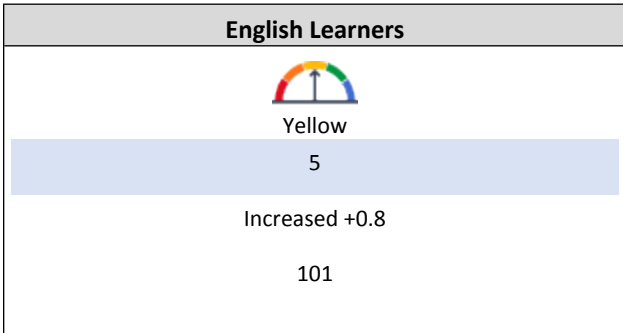
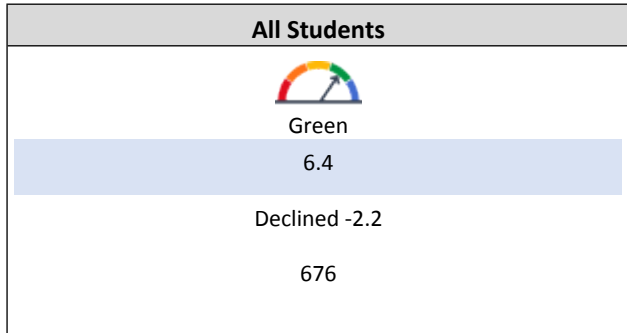


This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 8 Declined -5 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.2 Maintained -0.2 48	 Yellow 4.9 Increased +4.9 41
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5 Declined -2.1 383	 No Performance Color 3.8 Increased +0.9 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 5.4 Declined -6.2 74

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	755	30	4.1
Female	380	12	3.2
Male	375	18	4.9
American Indian or Alaska Native	3	0	0.0
Asian	68	1	1.5
Black or African American	108	4	3.8
Filipino	46	0	0.0
Hispanic or Latino	426	23	5.5
Native Hawaiian or Pacific Islander	3	0	0.0
Two or More Races	23	0	0.0
White	78	2	2.6
English Learners	95	4	4.2
Foster Youth	21	0	0.0
Homeless	6	0	0.0
Socioeconomically Disadvantaged	415	18	4.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	89	5	5.7

These data points indicate:

1. Sierra Lakes Elementary School had a Chronic Absenteeism rate of 4.1% in 2020-2021 during distance learning.
2. Several student groups had a disproportionately high rate compared to the All Student group, including Hispanic, males, and students with disabilities. These groups will require targeted focus to re-engage them in learning.
3. Our chronic absenteeism rate was lower during distance learning than during pre-pandemic rates in 2019.

School and Student Performance Data

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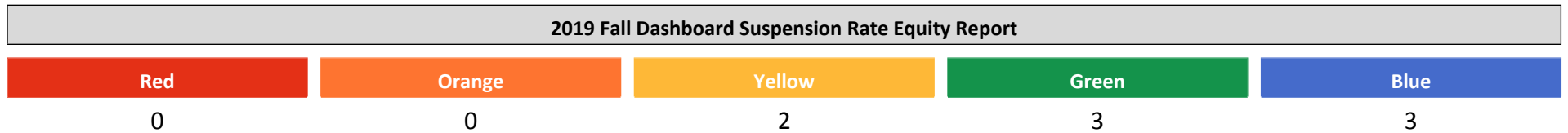
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

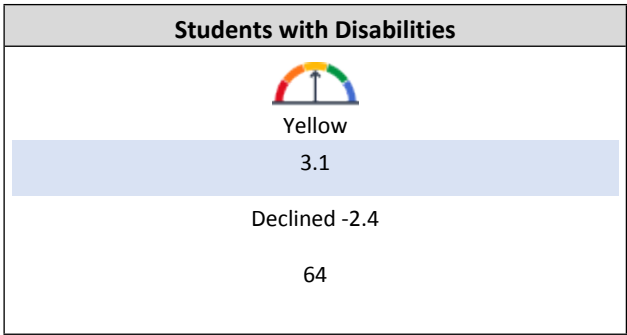
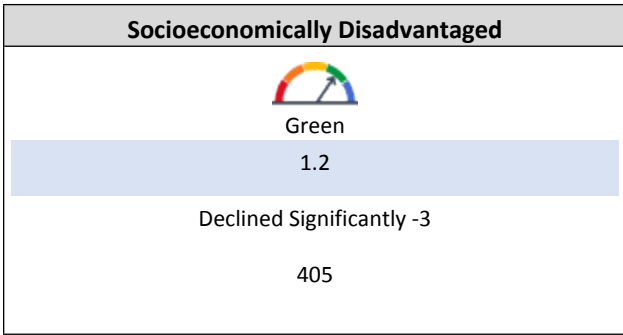
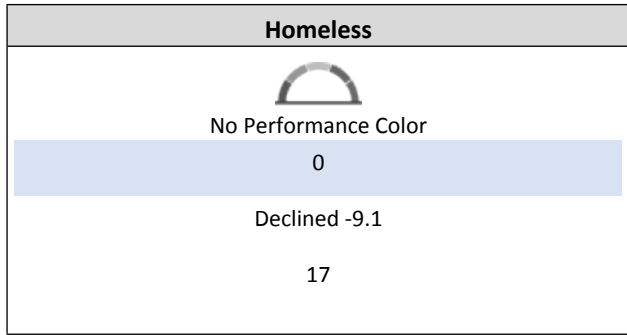
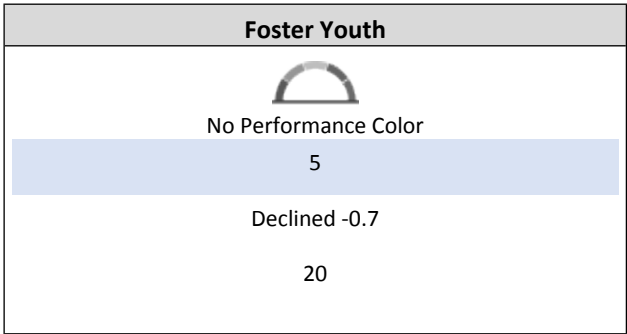
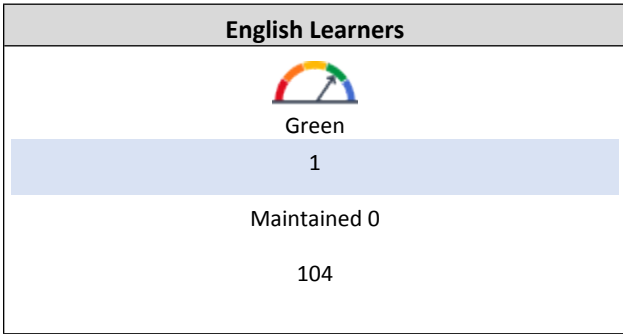
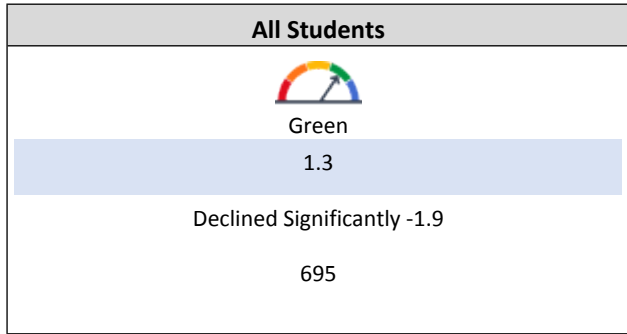


This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.7 Declined -3.5 107	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Declined -2.2 48	 Blue 0 Maintained 0 41
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 Declined -0.8 393	 No Performance Color 0 Declined -2.9 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Declined -5.4 76

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.3

These data points indicate:

- The Suspension Rate at Sierra Lakes decreased from 3.2% in 2018 to 1.2% in 2019.
- All students groups decreased in the number of students suspended from 2018 to 2019.
- The largest declines in suspension rates were experienced in the student groups of Homeless (-9.1%), White (-5.4%) and African American (-3.5%).

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.61 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.46
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.88 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: FRECKLE Growth Data Report: Average Grade Level Growth	K - 0.65 1 - 0.52 2 - 0.26 3 - 0.50 4 - 0.26 5 - 0.37
Site Specific Measures: # of students served by Tutor Monitor	18

These data points indicate:

Schoolwide, students made less than a year's growth in reading, language, and math. The most significant challenges for growth during distance learning were in math. Student groups that made the least amount of growth in math were Hispanic, African American, and SWD. In reading, student groups that made the least growth were African American, Filipino, and SWD.

Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands in math than in reading. The most significant needs to accelerate learning in Math are at grades 3-5. While there are no significant differences in performance between male and female students in the area of math, there is a -7% difference in the area of reading with females falling behind. Groups that need additional supports and intervention include African American, English Learner, Students with Disabilities, Foster and Homeless.

Freckle reports have indicated that most growth has occurred in Kinder and 1st where there has been the most consistent implementation. Next steps are to provide teachers with Freckle training, so that they may implement it with fidelity.

There has been no direct impact from the tutor monitor support due to inconsistency in the schedule and inability for the schedule to accommodate enough students. Next steps are to replace the tutor monitor with after school intervention groups led by teachers.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.70 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.36
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.82 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Pre/Post Assessment Data from After-School Tutoring	Data not available
Site Specific Measures:	

These data points indicate:

English Learners made less than one year's growth in reading, language, and math. Although, MAP data indicates that they grew slightly more in math (-.82) than the overall school population (-.88), and slightly less in reading (-.70 vs -.61).

After-school tutoring was unable to be implemented due to lack of staffing availability. Next steps are to begin recruitment and planning for 2022-2023 in order to ensure that EL actions and services are implemented.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 17% Level 3: 47% Level 2: 23% Level 1: 13%
2020-2021 ELPAC Listening Domain: % by Performance Level	28% - Well Developed 63% - Somewhat/Moderately Developed 9% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Speaking Domain: % by Performance Level	29% - Well Developed 63% - Somewhat/Moderately Developed 8% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	20% - Well Developed 57% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	17% - Well Developed 62% - Somewhat/Moderately Developed 21% - Beginning Development
Site Specific Measures: Classroom visits data percentages of classrooms showing evidence of writing implementation based on professional development.	100% of the classrooms have posted and are using graphic organizers with fidelity. Student writing samples are displayed in 100% of our classrooms.
Site Specific Measures: Classroom visits data percentages of classrooms showing evidence of "teaching reading" implementation based on professional development.	64% of the classrooms demonstrate evidence of teaching reading implementation based on A2i professional development- literacy huddles.

These data points indicate:

That 47% of our students are at a level 3, the greatest area of needs are in the reading and writing domains. Hence, our focus should be to move students within the Somewhat/Moderately Developed level into the Well Developed level within the writing (62% - Somewhat/Moderately Developed) and reading (57% - Somewhat/Moderately Developed) domains.

Classroom visit data indicates consistent implementation of the graphic organizers for students to begin the writing process with it culminating in a final essay. Next steps are to provide further professional development to support teachers in expanding their writing process and expectations.

Classroom visit data indicates a need to continue to support primary teachers in their implementation of small group reading instruction, while providing additional training and support for upper grade teachers to begin incorporating strategies for explicit reading instruction.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes

Parent/Family Engagement	
2021-2022 Household Participation Rate on Parent/Family Climate Survey	33%
Site Specific Measures: Average Parent Attendance Rate at Coffee with the Principal and Parent Workshops	25
Site Specific Measures:	

These data points indicate:

The percentage of parents responding to the Parent/Family Climate Survey has exceeded minimum level required of 25%, as it was 33%.

To date, there have been 8 Coffee with the Principal events and one parent workshop. Attendance was stronger at in person meetings in the fall, but have significantly dropped after January when we had to shift to virtual meetings. Parents have expressed that they prefer in person opportunities. Next steps are to continue to plan and foster in person opportunities and feedback from parents about topics of interest.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.59 Fall 3rd to Fall 4th: -0.52
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 36% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 33% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 32% 24-25 3rd Gr. Cohort (21-22 Kinder): 21%
Site Specific Measures: Classroom visits data percentages of classrooms showing evidence of "teaching reading" implementation based on professional development.	64% of the classrooms demonstrate evidence of teaching reading implementation based on A2i professional development- literacy huddles.
Site Specific Measures: Teacher PD Survey for A2i Literacy Huddles.	44% of teachers report they find the A2i Literacy Huddles meaningful.

These data points indicate:

Primary grade students made less than one year's growth in reading during distance learning, particularly the current 3rd grade students. About 1/3 of all students in K-3 are currently at-risk of not reading at grade level by the end of 3rd Grade.

The outcomes demonstrates that teaching reading implementation isn't happening with fidelity across grade levels, we need to continue to support primary teachers in their implementation of small group reading instruction.

The outcomes demonstrate that teachers need to be active participants in the planning of the literacy huddles with more administrative support.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Office Referrals	
Site Specific Measures: PBIS - External TFI Score	
Site Specific Measures: Suspensions	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Based on observations integrated ELD has been implemented with at least 80% effectiveness with the use of training provided by EL TOA and EL Strategies identified and implemented by teachers.

According to ELPAC results 47% of our students are overall at a level 3.

We had 12 English learners reclassify in the 2021-2022 school year.

Classroom visit data indicates consistent implementation of the graphic organizers for students to begin the writing process with it culminating in a final essay.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Yes, Designated ELD has been implemented effectively.

2020-2021 % by ELPAC Level:

Level 4: 17%

Level 3: 47%

Level 2: 23%

Level 1: 13%

We had 12 English learners reclassify in the 2021-2022 school year.

Teacher lesson plans include 30 minute blocks daily for ELD instruction. Students work in small groups with the teacher and/or peers, to address individual needs. During these designated ELD blocks teachers explicitly teach to the ELD standards utilizing leveled readers and the supplemental curriculum materials for English learners.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Classroom visit data indicates consistent implementation of the graphic organizers for students to begin the writing process with it culminating in a final essay. Next steps are to provide further professional development to support teachers in expanding their writing process and expectations.

Teachers will be supported in incorporating the language ELD standards within integrated ELD.

Classroom visit data indicates a need to continue to support primary teachers in their implementation of small group reading instruction, while providing additional training and support for upper grade teachers to begin incorporating strategies for explicit reading that incorporates language scaffolds instruction.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Fall 2021 Student Climate Survey Administered during the month of October 2021 to 3-5 grade levels Participation Rates: Total Response Rate was 28% with 90% for required grade 5 Identified areas of strength based on 114 responses- * Rigorous Expectations- How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. * Self-management- How well students manage their emotions, thoughts, and behaviors in different situations. Identified areas of need based on 114 responses- * Quality of School Environment- How often is your school building neat and clean? * School Safety- Perceptions of student physical and psychological safety at school.</p> <p>Fall 2021 Student SEL Survey Administered between Aug 9- Sept 3 to 3-5 grade levels Participation Rates: Total response rate was 85% Identified areas of strength based on 361 responses- * Self-management- How well students manage their emotions, thoughts, and behaviors in different situations. * Self-Efficacy-How much students believe they can succeed in achieving academic outcomes. Identified area of need based on 361 responses- * Supportive Relationships- How supported students feel through their relationships with friends, family, and adults at school.</p> <p>Fall 2021 Family Climate Survey Offered to all families during the month of October 2021 Participation rate was 33% due to continuous Parent Square reminders to families to increase participation rate.</p>

Analysis of Qualitative Data

Identified areas of strength-

- * Substances and Student Interactions- Parents agree that neither substances nor student conflict are a problem at SLE.

Identified areas of need-

- * Information from School- Parents would like to see more communication from teachers regarding grades, supports, and college and career readiness.

Teachers and parents have an opportunity to provide feedback via in-person discussion and electronic surveys on Microsoft Forms. ADD TEACHER INPUT

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom observations were conducted by school site administrators for 16 teachers who received formal evaluations. Teachers who were probationary employees experienced a minimum of two formal 30-60 minute observations and an evaluation in the first semester. Then, during the third quarter, they experienced one formal 30-60 minutes observation and a second/final evaluation. Teachers who were permanent employees, experienced a minimum of one formal 30-60 minute observation and one final evaluation.

All teachers were observed weekly in each of their classrooms by administrators performing classroom walk-throughs that lasted 5-10 minutes. Walkthroughs focused on Learning Targets, Success Criteria, student discourse, student work samples, and overall classroom environment focused on school wide expectations.

Identified areas of strength from class visits:

- * Learning Targets and Success Criteria posted are evident in the lessons and student work.
- * Routines are in place making transitions easy for students.
- * Learning time is maximized.
- * Small group instruction in primary grade levels.
- * PBIS matrix is posted and supported.
- * Positive redirection of students off task.

Identified areas of need from class visits:

- * Increased small group opportunities in upper grades.
- * Increased opportunities for peer interactions during whole group instruction.
- * Increased reading instruction during small group for struggling readers.
- * Increased opportunities for student led projects.

Analysis of Instructional Program

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

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

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

Standards, Assessment, and Accountability

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>LOCAL ASSESSMENTS All students in kindergarten through fifth grade take NWEA's Measures of Academic Progress (MAP) in the areas of Reading and Mathematics. Students in second through fifth grades also take the NWEA MAP Language test. MAP Growth assessments are taken three times a year to get an accurate view of how much each student has grown over time and what students are ready to learn. Using the students' test results/data, teachers plan instruction and group students based on their specific needs.</p> <p>A2i Kindergarten through third grade students take an online diagnostic assessment. Based on student strengths and weaknesses, students are placed into small groups for instruction and remediation.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>The 2020-2021 English Language Proficiency Assessments for California performance levels for the domains of listening, speaking, reading, and writing are used to determine English Learner and program needs. These assessments indicate that 47% of our students are at a level 3, the greatest areas of need are in the reading and writing domains.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>SSC, ILT and staff review data as it becomes available. Teachers use MAP, A2i, and teacher observation data in their United2Read Literacy Huddles to plan for small group instruction and Tier 3 interventions with the ELA Intervention IST.</p> <p>Student achievement outcomes are also monitored by reviewing A2i and MAP data (fall-winter and winter-spring) through PLCs whereby teachers and the IST discuss Tiered interventions.</p> <p>School Site Council (SSC) monitored the SPSA Actions/Services implementation and outcomes in March 2022 and evaluated the actions and services in April 2022.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>During the school year ELPAC and MAP assessments are analyzed by various stakeholder groups (teachers, SSC members, ELAC), where they have an opportunity to review and discuss this data. They use the data to evaluate the effectiveness of our actions/services specific to the unique needs of our EL students and to design a comprehensive instructional program that will promote language acquisition and academic success. In order to monitor this program throughout the year, the principal, the ELPAC Coordinator and the EL Teacher on Assignment continuously collaborate, gathering formative data that measures EL student progress. Then, this information is shared with the English Language Advisory Council, the Instructional Leadership Team and the School Site Council, who provide additional feedback which is used to adjust instruction in order to best meet the needs of the EL students at Sierra Lakes.</p>

Standards, Assessment, and Accountability

As the school year progresses, the staff and administrators monitor the implementation of Designated and Integrated ELD during walk throughs and review of lesson plans.

Throughout the year, EL performance levels are reassessed by the the EL TOA, the Principal and teachers. In order for students to be reclassified and exit the EL program, students must meet the following criteria:

1) Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of

English language proficiency: Current English Language Proficiency Assessments for California (ELPAC)

- Overall - Well Developed - Performance Level (Level 4)

2) Teacher Evaluation, including, but not limited to, a review of the student’s curriculum mastery.

3) Parent Opinion and Consultation

4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Identified Needs based on Findings:

Identify needs based on how data is currently being used to drive instruction.

Identify needs based on current process for monitoring and evaluating SPSA.

Staffing and Professional Development

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

Sierra Lakes Elementary School determines staff development needs based directly on the content standards and the progress students are making towards those standards. Staff development topics included the following foci:

1. United 2 Read- small group interventions
2. Writing Interventions
3. Thinking Maps Trainings
4. Mathematics Lesson Planning and Instruction
5. Positive Behavior Interventions and Supports (PBIS)

Staffing and Professional Development

<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>PLCs use collaboration time and coaching with our Teachers on Assignment (TOA) for ELA, Math and English Learners. At Sierra Lakes, the Teachers on Assignment support classroom teachers by:</p> <ol style="list-style-type: none"> 1. Making presentations, teaching and modeling effective and impactful teaching strategies in Reading and Mathematics, such as Thinking Maps, Write from the Beginning, Number Talks and Subitizing 2. Model lessons in their classrooms and then support a gradual release when the teacher implements the strategy in the following weeks 3. Instructing the kindergarten, first and second grade teachers on the implementation of the various components of United2Read 4. Assisting them when they are testing administering the United2Read diagnostic test 5. Reviewing United2Read data with them 7. Presenting EL strategies that are effective during Designated and Integrated ELD
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teacher collaboration by grade levels in PLC's and planning days include the following:</p> <ol style="list-style-type: none"> 1. Unpacking MAP data to drive planning. 2. Planning for MAP, United to Read, and IAB 3. Writing Learning Targets and Success Criteria 4. Planning lessons 5. Designing small group instruction 6. Conducting Student Intervention Team (SIT) Meetings

- Identified Needs based on Findings:**
- Teachers require time to review data and identify students who need additional support and resources to provide that support.
 - Teachers need additional time to thoroughly develop Learning Targets and Success Criteria, which are based on the Essential Standards their PLCs have identified.
 - Teachers need instructional resources to teach the lessons they develop.
 - Teachers require opportunities for professional development workshops/trainings.
 - Students need instructional materials to access the curriculum.

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers utilize district approved curriculum that has been approved by the California Department of Education. K-5 uses "My Math" for Mathematics and "Wonders" for ELA. In addition, teachers utilize our district developed curriculum guides, which use major and minor clusters of Math standards and ELA Standards. All instructional materials are aligned to the Common Core State Standards.</p>
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Teaching and Learning

<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <ul style="list-style-type: none"> • TK-5th grade My Math, McGraw Hill • TK-5th grade Wonders, McGraw Hill • TK-5th Social Studies Alive! TCI • Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum. <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups both during class and during Response to Intervention time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
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Identified Needs based on Findings:

- Teachers need to continue to build expertise in Clarity which is creating learning targets and success criteria and deliver these to students.
- Teachers need assistance in planning and delivering high quality first instruction and provide rigorous differentiated instruction.
- Teachers need additional professional development to refine their use of Write from the Beginning and delivering these lessons to students.
- Teachers need time to access the formative data and evaluate the effectiveness of instruction within the grade level PLC.
- Students need access to instructional materials, technology, and resources.
- Students need lessons and instruction that is rigorous.
- Students need access to differentiated instruction, enrichment, and timely intervention based on data.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Services provided by Sierra Lakes Elementary School by the regular program that enable underperforming students to meet standards include:</p> <p>Tier I:</p> <ul style="list-style-type: none"> • School Counselor • Tutor Monitor • Bilingual Aide • Instructional Aides in Special Education Classrooms • PBIS
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Opportunity and Equal Educational Access

	<ul style="list-style-type: none"> • Small group differentiated instruction • Accelerated Reader (AR) • LEXIA and Moby Max <p>Tier II:</p> <ul style="list-style-type: none"> • Instructional Support Teacher • MTSS Support Services • Read 180 • Tutoring for EL Students • SIT process • PBIS • Small group differentiated instruction • Response to Intervention (RtI) • Accelerated Reader (AR) • LEXIA and Moby Max
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>ELA and Math performance data indicates that the following student groups have disparities in achievement compared to the All Student group: English Learners (EL), Students with Disabilities (SWD), and African American students. Root causes can be attributed to our EL students having to learn English while also learning their grade level content and having limited exposure to academic vocabulary instruction and practice opportunities. Also, root cause for SWD can be attributed to having identified learning disabilities which cause more deficits and needing more individualized supports throughout the school day that are most effective when provided in a small group setting. Finally, root causes for African American students can be attributed to teachers' expectations of students and lack of professional development in culturally responsive teaching practices fostered through our Positive Behavioral Interventions and Supports.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The needs of all children have not been met by the SPSA Actions/Services implemented at Sierra Lakes Elementary School. The student groups that show the largest disparities are Students with Disabilities (SWD), English Language Learners (EL), African American student population, and Socioeconomically Disadvantaged students (SED).</p> <p>Students with Disabilities (SWD):</p> <p>English Language Learners (EL): The actions and services provided for English Learners were not fully implemented because of the challenges with staffing for additional support. Fall 2021 MAP data indicates that English Learners made less than one year's growth in reading, language, and math. Although, MAP data indicates that they grew slightly more in math (-.82) than the overall school population (-.88), and slightly less in reading (-.70 vs -.61).</p> <p>African American student population:</p> <p>Socioeconomically Disadvantaged students (SED):</p>

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- RSP and SDC Teachers need additional support with consistent use of appropriate, student grade-level curriculum.
- Teachers need professional development in language and academic instructional strategies.
- Sierra Lakes needs to provide a systematic approach to school-wide interventions in the academic areas of Reading, Writing and Mathematics.
- Engaging opportunities for families to support learning across settings.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parents/Families have monthly opportunities to discuss various educational topics during Coffee with the Principal. Parent workshops on "HW strategies with an EL focus" and "How to Raise Emotionally Healthy Children" are offered in spring.

Our Community Aide serves as a liaison between the home and school, providing access to resources within the community should families require further assistance.

Positive home/school connections are encouraged through multiple communication formats, including Parent Square. Phone calls/ emails/ text messages serve as reminders of upcoming events. All school correspondence is offered to families in both English and Spanish. Translation services are provided by our Community Aide and Bilingual Aide.

Sierra Lakes has an active PTA involved in PBIS rewards, disseminating information to parents, and providing refreshments during parent meetings.

Identified Needs based on Findings:

- Parents need opportunities to engage in their child's education, whether it be through volunteerism, personal learning, or attending school-wide events.
- Parents need strategies to work with their children in a distance learning format, best practices.
- Parents need support with translation other than Spanish only.
- Parents need access to community resources.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Several programs that focused on our underperforming students include:

- A resource specialist program (RSP) is a form of special education that is available to students who have mild to moderate learning disabilities and who are having trouble in one or more areas of classroom learning. At Sierra

Funding

	<p>Lakes the RSP teacher teaches students outside of the classroom in small groups or 1:1. The teacher also implements support to students using the inclusion model, where he/she pushes into the classroom and collaborates with the classroom teacher, working with small groups of students.</p> <ul style="list-style-type: none"> • After school tutoring was made available to students who needed extra time for remediation and practice because they did not master Common Core State Standards (CCSS). • Then, during the school year, WICOR strategies/skills were modeled and taught to 5th grade students, with a specific focus on underperforming students. The strategies are intended to build skills that will adequately prepare fist generation students for college/university. • Teachers participated in grade level Professional Learning Communities to collaborate on the implementation of John Hattie's focus of Clarity. In their PLCs, teachers collaborated in their PLCs to identify Essential Standards, create leaning units with common assessments and PLC Collaboration • United2Read is a program that has been implemented in kindergarten, 1st and 2nd grades. Students are given diagnostic reading tests on the computer. Then, the program automatically places students into small groups, based on specific reading skills that students need. Teachers in turn, create learning and teaching centers that the students rotate through to receive the individualized instruction that they require. • Sierra Lakes uses a systematic tiered intervention process, Response to Intervention (RtI) to meet the needs of underperforming students. The RtI process is one in which teachers provide instruction on specific state standards and then administer Common Formative Assessments (CFA) to identify students who have/have not mastered the identified standard(s). Instead of moving onto the next unit and disregarding learning gaps, RtI provides 30 minutes of remediation, practice and enrichment in Reading and Math daily.
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Several programs that focused on our underperforming students include:</p> <ul style="list-style-type: none"> • The Instructional Support Teacher (IST) is an integral component of meeting the needs of underperforming students at Sierra Lakes. The IST helps each grade level PLC administer diagnostic reading tests to identify underperforming students and disparities between student groups. Then, based on the data, the IST implements the remedial reading programs of READ 180 and System 44. • The Tutor Monitor meets the needs of students in kindergarten through 5th grade, who are identified by their classroom teachers as having not mastered skills that the majority of their classmates have mastered. Then, the Tutor Monitor reteaches the skills identified by classroom teachers to small groups of students in their classes. • Three SumoBot workshops were facilitated by the United States Engineering League to promote critical thinking and problem solving.

Funding

- K-5 teachers participated in grade level Write from the Beginning workshops focusing on students' receptive language/writing skills.

Identified Needs based on Findings:

Sierra Lakes Elementary School needs to focus our funding in the following areas:

- Services for English Learners, which include additional hours of 1:1 or small group tutoring after school
- Software for remediation in Reading, Writing, Mathematics and the acquisition of the English language
- Ongoing professional development for teachers working with our EL, SWD, and SED students.
- Teachers participate in workshops/trainings with their PLCs to develop teacher and student Clarity - Learning Targets and Success Criteria.
- A wide variety of enrichment opportunities, after school day
- Intervention support during the school day, to ensure equity and growth for all students
- Increase parent engagement and participation to assist their children in academic and social emotional needs
- Providing workshops and learning events for parents
- Enough financial support to purchase televisions and technology, so every class has equal access

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In March, School Site Council (SSC) performed progress monitoring of the SPSA actions and services.

In April, SSC and the English Language Advisory Council (ELAC) reviewed the impact of the actions and services to determine whether to continue, modify or discontinue actions and services for the 2022-2023 School Year. The English Language Advisory Council (ELAC) requested writing workshops for parents to support students with writing at home and workshops to gain a better understanding of the purpose and requirements of the ELPAC. School Site Council (SSC) would like to ensure teachers continue to receive the professional development and access to programs that will best support the growth of all students in reading and math.

In May, SSC finalized the development and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Continue to provide timely communication regarding implementation and outcomes of actions and services.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ol style="list-style-type: none"> 1. All students will have access to and use Literacy Pro, in an effort to increase Reading Proficiency Levels. 2. Teachers and students will use Learning Targets and Success Criteria in an effort to increase Clarity in learning. 3. All students will have an opportunity to remediate, practice and extend their math skills by using concrete ancillary math manipulatives. 4. Students in grades 3-5 will use IABs to prepare for the SBAC. 5. Increase teacher capacity and the quality of classroom instruction by: <ul style="list-style-type: none"> • having them receive professional development- Performance Matters, and software training • continuing to support teachers with the Write from the Beginning program 6. Positive Behavior Interventions and Supports (PBIS) will provide opportunities for all students practice social skills and learn in a safe school environment. 7. United 2 Read - will provide opportunities for students in K-3 to receive small group instruction, based on the foundational reading skills identified in the diagnostic tests. 	<ol style="list-style-type: none"> 1. Daily- August 2022-May 2023 2. Daily- August 2022-May 2023 3. Daily- August 2022-May 2023 4. Twice a year- August 2022-May 2023 5. Monthly- August 2022-May 2023 6. Daily- August 2022-May 2023 7. Daily- August 2022-May 2023
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ol style="list-style-type: none"> 1. All students will have an opportunity to use Renaissance's Freckle Math, practice, remediate and enrich their foundational math skills. 2. All Students will have an opportunity to increase higher level learning skills through STEAM activities. 3. Family STEAM Nights 4. Positive Behavior Interventions and Supports (PBIS) will provide opportunities for Tier II students to practice social skills and learn in a safe school environment. 5. Increase parent involvement : <ul style="list-style-type: none"> • having them attend parenting workshops 6. Suite 360 A research and evidence-backed, cloud-based digital solution that helps K-12 schools manage critical wellness, success issues and restorative justice challenges. 	<ol style="list-style-type: none"> 1. Daily- August 2022-May 2023 2. Weekly- August 2022-May 2023 3. Twice a year- August 2022-May 2023 4. Daily- August 2022-May 2023 5. Four times a year- August 2022-May 2023 6. Daily- August 2022-May 2023

<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ol style="list-style-type: none"> 1. Grades K-3 shall increase their reading proficiency with the implementation of United 2 Read in small group instruction for K-3 students. 2. Differentiated Instruction for EL students with the use of software, such as BrainPOP. 3. Differentiate Instruction for EL students with the use of after school tutoring provided by a Bilingual Aide and/or teacher. 4. Instructional Support Teacher will provide literacy instruction in grades K-5. 5. Before/after school tutoring. 	<ol style="list-style-type: none"> 1. Daily- August 2022-May 2023 2. Daily- August 2022-May 2023 3. Weekly- September 2022-May 2023 4. Daily- August 2022-May 2023 5. Weekly- September 2022-May 2023
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Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-8.0	>= 7.0
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-35.6	>= -20.6
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.61 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.46	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.88 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	33%	>= 25%

Identified Need(s):	<ol style="list-style-type: none"> 1. MAP data indicate that students need reading comprehension, fluency and writing skills to fill learning gaps and increase student learning. 2. MAP data indicate that students need foundational mathematics skills to fill learning gaps and increase student learning. 3. The Parent/Family Climate Survey indicates the need for more parent workshops designed to support parents with the tools to help students with literacy and writing in the home. 4. Classroom visit data indicates the need to provide further professional development to support teachers in expanding their writing process and expectations. 5. Classroom visit data indicates the need to continue support of primary teachers in their implementation of small group reading and math instruction, while also providing additional training and support for upper grade teachers to begin incorporating strategies for explicit reading instruction in small groups.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A. Deliver small group differentiated instruction in a blended model to increase achievement.</p> <ul style="list-style-type: none"> • Instructional Software • Supplemental Instructional Materials • Flexible Seating • Small Group Organizational Materials • Printing • Tutor Monitor • Certificated hourly • DUPLO maintenance • Classified hourly • Books • Classroom TV monitors • Document Cameras • Digital notebook • Headphones 	<p>MAP Fall to Winter data</p> <p>Pathblazer student data reports for ELA & math</p> <p>Freckle report-student usage and growth data</p> <p>Evaluation of student learning via pre/post assessments</p>	All students performing at promise	Teachers Paraprofessional Administrators	\$21,000	\$18,013
<p>1B. Provide extended learning opportunities to cultivate higher level thinking skills through interactive STEAM activities and clubs to promote critical thinking and problem solving.</p> <ul style="list-style-type: none"> • Certificated and classified hourly • Instructional materials • Contracted services and related materials • Entrance fee and transportation costs 	<p>Number of students interested</p> <p>Number of students who participate</p>	Random sampling of 80-100 K - 5th Grade Students	Teachers Administrators	\$6,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1C. Provide professional development for teachers on establishing writing skills, via Write from the Beginning to increase teacher capacity and improve instruction.</p> <ul style="list-style-type: none"> • Certificated Hourly • PD Materials 	<p>Teacher PD Evaluations</p> <p>Classroom Visit Data</p>	All	<p>Teachers</p> <p>TOA</p> <p>Administrators</p>	\$2,000	
<p>1D. Implement the use of software to promote positive school climate and parent involvement on campus.</p> <ul style="list-style-type: none"> • Raptor Technologies 	<p>Raptor visitors report</p> <p>Parent annual surveys</p>	All	Administrators	\$570	
<p>1E. Implement educational workshops for parents to support their children's academic, social and emotional needs at home.</p> <ul style="list-style-type: none"> • Certificated/Classified Additional Hourly • Workshop Materials 	<p>Sign-in sheets</p> <p>Parent annual surveys</p>	All	<p>Administrators</p> <p>Teachers</p> <p>TOA</p>	\$1,500	
<p>1F. Provide additional time for teachers to function as a PLC with a focus on Tier II interventions (SIT).</p> <ul style="list-style-type: none"> • Certificated Additional Hourly Pay 	SIT documentation	All	<p>Teachers</p> <p>Administrators</p>	\$2,000	
Total Estimated Cost for This Goal:				33,070	18,013

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of ELs: EL students will demonstrate improved academic growth and achievement in reading, writing and math through the intentional development of academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-27.3	>= -12.3
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-39.6	>= -24.6
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.70 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.36	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.82 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	According to MAP data English Learners made less than one year's growth in reading and literacy skills. Therefore, they need explicit small group instruction in these areas.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1. Implement the use of small group instruction during school hours and after school in ELA and mathematics for students to acquire the knowledge needed to fill learning gaps in foundational skills and practice their use of academic language. <ul style="list-style-type: none"> Certificated & Classified additional hourly pay 	MAP Fall to Winter data Pathblazer data Pre/Post student assessments	EL students in Grades K-5	Teachers Tutor Monitor Tutors Classified Administrators	\$2,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Supplemental Instructional Materials 					
1a2. Parent writing workshops to support students at home.	Parent attendance sheets Parent Surveys	EL students in Grades K-5	Administrators TOA	\$0	
1a3. Bilingual picture dictionary to increase academic vocabulary.	MAP data Pathblazer data	EL students in Grades K-5	Teachers Administrators	\$500	
Total Estimated Cost for This Goal:				2,500	

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of ELs: EL students will demonstrate English language proficiency growth in their productive language by developing writing skills through the training in the writing process. EL students will demonstrate English language proficiency growth in their receptive language by developing reading skills through the intentional development of academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.9%	>= 50.9%

Identified Need(s):	ELPAC data and the ELD Evaluation indicate that EL students need to develop skills in Reading and Writing to increase the acquisition of language skills and to include the development of both, productive and receptive language.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1. Provide professional development for the writing process to increase teacher capacity and EL's acquisition of productive language. Consultant Fees and/or District support staff Certificated/ Classified Additional Hourly Pay PD Materials	Student Writing rubrics Pre & Post student writing prompt assessment	EL students who are in grades K-5 with an emphasis in upper grades who have weaknesses in the domain of writing.	TOA EL TOA Teachers	\$450	
1b2. Provide PLC time for reading to increase teacher capacity in designing and delivering lesson to support EL's acquisition of receptive language.	Classroom visit data (rubric/observation protocol)	EL students who are in grades K-5 with an emphasis in upper grades who have	EL TOA Teachers Principal	\$449	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Certificated/ Classified Additional Hourly Pay Supplemental Materials		weaknesses in the domain of reading.			
Total Estimated Cost for This Goal:				899	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	45.5%	>= 48.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-18.9	>= -3.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.59 Fall 3rd to Fall 4th: -0.52	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 36% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 33% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 32% 24-25 3rd Gr. Cohort (21-22 Kinder): 21%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 26% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 23% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 22% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 11%

Identified Need(s):	About 1/3 of all students in K-3 are currently at-risk of not reading at grade level by the end of 3rd Grade. Students need explicit decoding instruction as a foundation to demonstrate competency in literacy skills and proficiency in reading comprehension by the end of 3rd grade.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A. Provide professional development for teachers focusing on designing early literacy lessons. <ul style="list-style-type: none"> • Consultant/Workshop Fees • Certificated/Classified Additional Hourly Pay • PD Materials 	A2i data MAP data Lexia reports IST Reading inventory	K-3	Teachers TOA IST Administrators	\$3,500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2B. Parent education on how to support grade level literacy skills at home. <ul style="list-style-type: none"> Classified and certificated hourly 	Parent attendance report Parent surveys	All	Administrator Teachers TOA	\$500	
Total Estimated Cost for This Goal:				4,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1G. Peripheral Technology Devices: Antiglare technology- to support student online access External Mouse	All	\$15,000	Administrator
1A. Deliver small group differentiated instruction in a blended model to increase achievement. <ul style="list-style-type: none"> • Instructional Software • Supplemental Instructional Materials • Flexible Seating • Small Group Organizational Materials • Printing • Tutor Monitor • Certificated hourly • DUPLO maintenance • Classified hourly • Books • Classroom TV monitors • Document Cameras • Digital notebook • Headphones 	All	\$70,000	Administrator

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	40,469
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	1,779
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	18,013
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		58,482
Total amount of state funds spent (SUPC)		18,013
Total amount of federal funds spent (Title I)		40,469
Total amount of state and federal funds spent		58,482
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Maria E. Talamantes	Principal	Not-Applicable	Not-Applicable	1
Christine Omar	Classroom Teacher	2 Years	May 2022	1
Cecilia Reynoso	Classroom Teacher	2 Years	May 2022	1
Lynn Ziemer	Classroom Teacher	2 Years	May 2023	1
Ayrel Evans	Other Staff Member (Specify): Librarian	2 Years	May 2023	1
Melissa Turner	Parent/Community Member	2 Years	May 2023	1
Blaine Lincoln	Parent/Community Member	2 Years	May 2023	1
Stanley Arinze	Parent/Community Member	2 Years	May 2022	1
Jesi Zavala	Parent/Community Member	2 Years	May 2023	1
Ivan Villegas	Parent/Community Member	2 Years	May 2023	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2022.

Attested:

Principal, Maria E. Talamantes on 5/13/2022

SSC Chairperson, Christine Omar on 5/13/2022

RECOMMENDATIONS AND ASSURANCES

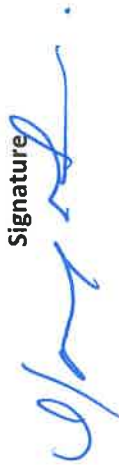
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