

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Sierra Lakes Elementary 36 67710 6119986		SSC Approval Date: May 25, 2021
School Address	5740 Avenal Place, Fontana, CA 92336		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	James W. Raymond	Phone # and Email	(909) 357-5270, James.Raymond@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 students, 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 and includes a library, 25 permanent classrooms, nine portable classrooms, two enrichment rooms, a staff lunchroom, a staff workroom, and a cafeteria /multipurpose room with a stage area. Students’ family origins represent 26 different countries of the world. Sierra Lakes Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. 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
- Write from the Beginning Training for teacher, with the intent to increase students' ability construct a well written response
- Increase academic achievement through the implementation of Positive Behavior, Intervention and Supports (PBIS)

INCREASED OR IMPROVED SERVICES (bullet points)

1. Kindergarten, first and second grade students shall increase their reading proficiency with the implementation of United 2. Read in all K-2 classrooms.
2. Differentiated Instruction for EL students with the use of software:
 - Imagine Learning

Imagine Language & Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades PreK–6. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking.
3. Differentiate Instruction for EL students with the use of after school tutoring provided by a Bilingual Aide and/or

SCHOOL BACKGROUND

	<p>teachers.</p> <p>4. Increase parent social equity by:</p> <ul style="list-style-type: none"> • having them attend parenting workshops • using Raptor Technology to track parents, guest and volunteers coming onto campus. <p>5. Fourth and fifth grade students will increase their ability to organize notes, desks, and schedules, through the implementation of AVID.</p> <p>6. Increase teacher capacity and the quality of classroom instruction by training teachers with the Write from the Beginning program.</p> <p>7. All students will have an opportunity to use Mathematics Software (Renaissance's Freckle Math), practice, remediate and enrich their foundational math skills.</p> <p>8. 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.</p> <p>9. United 2 Read</p>
MOONSHOT	<p>Sierra Lakes Elementary School will continue to expand the number of classrooms on campus, which participate in "looping." Looping is the practice where teachers stay with their same students from year to year in grades K-1, 1-2, 2-3, 3-4 and/or 4-5.</p> <ul style="list-style-type: none"> • During the 2019-20 School Year, one classroom participated in looping. • During the 2020-21 School Year, three classrooms are participating in looping. • During the 2021-22 School Year, two classrooms are participating in looping.

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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
658	50.0	13.2	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	13.2
Foster Youth	12	1.8
Homeless	8	1.2
Socioeconomically Disadvantaged	329	50.0
Students with Disabilities	59	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	92	14.0
American Indian	2	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	54	8.2
Filipino	37	5.6
Hispanic	381	57.9
Two or More Races	16	2.4
Pacific Islander	1	0.2
White	75	11.4

These data points indicate:

1. Half of the students enrolled at Sierra Lakes qualify as Socioeconomically Disadvantaged students.
2. English Language Learners make up 87 out of 658 students or 13.2 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.

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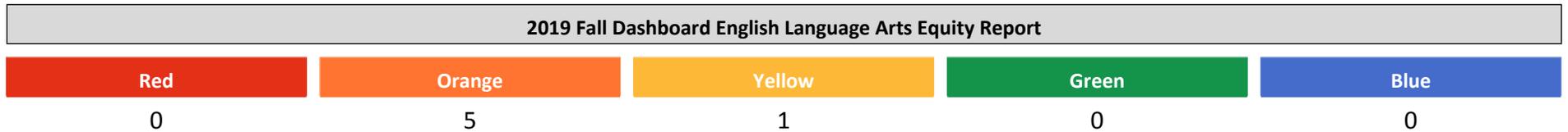
A review of the following data informs the comprehensive needs assessment.

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

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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:

1. 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)]

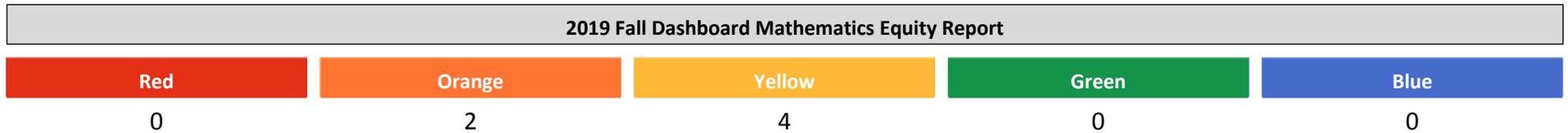
A review of the following data informs the comprehensive needs assessment.

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

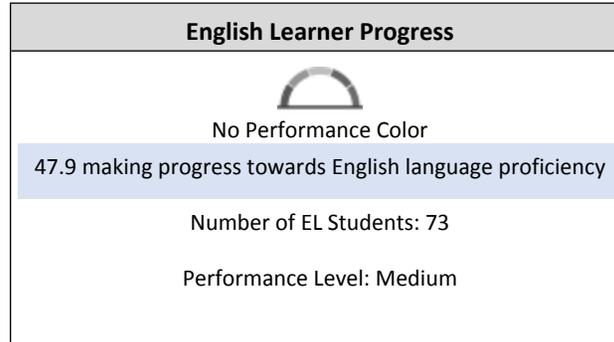
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A review of the following data informs the comprehensive needs assessment.

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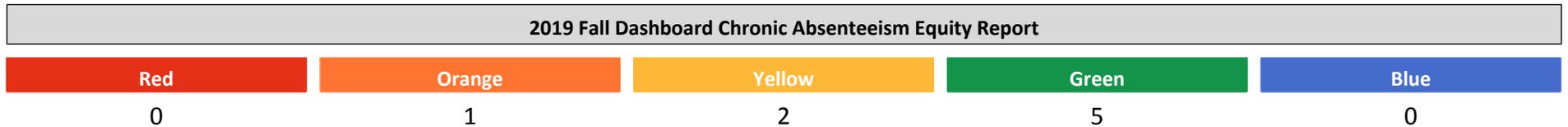
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Green 6.4 Declined -2.2 676	 Yellow 5 Increased +0.8 101	 No Performance Color 12.5 Increased +8.8 16
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 21.4 Declined -1.3 14	 Green 8.5 Declined -2.7 390	 Orange 12.7 Increased +1.4 63

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

These data points indicate:

1. Sierra Lakes Elementary School experienced a decreased in Chronic Absenteeism, as indicated by moving in a positive direction, from orange to green.
2. The student groups of All Students (-2.2), Homeless (-1.3), Socioeconomically Disadvantaged (-2.7), African American (-5), Asian (-0.2), Hispanic (-2.1) and White (-6.2) experienced a decline in the number of students who were Chronically Absent.
3. The student groups of English Learners (+0.8), Foster Youth (+8.8), Students with Disabilities (+1.4), Filipino (+4.9) and Two or More Races (+0.9) experienced an increase in the number of students who were Chronically Absent.

School and Student Performance Data

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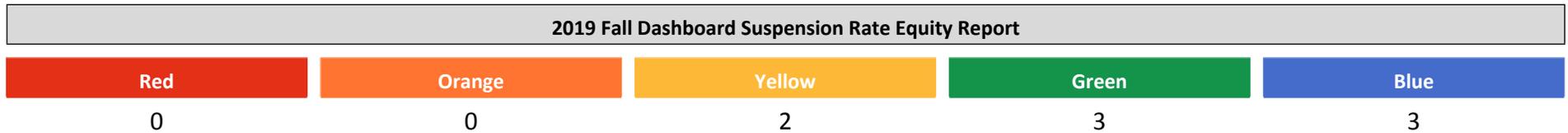
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Green 1.3 Declined Significantly -1.9 695	 Green 1 Maintained 0 104	 No Performance Color 5 Declined -0.7 20
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Declined -9.1 17	 Green 1.2 Declined Significantly -3 405	 Yellow 3.1 Declined -2.4 64

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:

1. The Suspension Rate at Sierra Lakes decreased from 3.2% in 2018 to 1.2% in 2019.
2. All students groups decreased in the number of students suspended from 2018 to 2019.
3. 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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.09 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.09 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Overall, MAP Growth in Reading has shown typical growth, despite school closures and unfinished learning. MAP Language and Math data indicates less than typical growth.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.20 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.57
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.17 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

English Learner MAP data indicates that they grew more in reading than the overall school population. In the areas of Language and Math, the English Learners showed less than typical growth in comparison to the overall school population.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 14.89% Level 3: 44.68% Level 2: 25.53% Level 1: 14.89%
2018-2019 ELPAC Listening Domain: % by Performance Level	21.28% - Well Developed 62.77% - Somewhat/Moderately Developed 15.96% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	39.36% - Well Developed 43.62% - Somewhat/Moderately Developed 17.02% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	11.70% - Well Developed 60.64% - Somewhat/Moderately Developed 27.66% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	30.85% - Well Developed 54.26% - Somewhat/Moderately Developed 14.89% - Beginning Development
Site Specific Measures: Reclassified Rate	5.5%
Site Specific Measures:	

These data points indicate:

ELPAC data indicated that the highest percentage of EL students are at level 3, with 44.68%. Domain data indicate that areas of strengths for our EL students are Speaking and Writing and areas of weakness being Listening and Reading.

The percentage of students who were reclassified increased from 2019 to 2020 (1.3% to 5.5%).

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	33%
Site Specific Measures: Number of Parents/Visitors to access campus during the regular school day, as recorded by RAPTOR.	0
Site Specific Measures: Number of parent events hosted by Sierra Lakes throughout the school year.	26

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%. Because of the pandemic, parents were not permitted on campus. Therefore, the Raptor program did not record any visitors on campus. Sierra Lakes hosted 26 parent events from August of 2020 through May 2021. Events included SSC, ELAC and Coffee with the Principal.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.52 Fall 2nd to Fall 3rd: 0.25 Fall 3rd to Fall 4th: -0.40
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 23% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 15% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 12% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures: United 2 Read Beginning of the Year Diagnostic 2020 compared to Mid Year Diagnostic 2021	Kindergarten: 0.64 to 1.49 1st Grade 2.07 to 2.38 2nd Grade: 3.02 to 2.98
Site Specific Measures:	

These data points indicate:

MAP data for Kindergarten and 1st grade has been identified as "Invalid," based on support given by families during Distance Learning MAP tests. Additionally the percentage of students who are at-risk of not reading by the end of 3rd grade increases to a maximum of 23%, which is too high. This is our current third grade cohort and there is a need for Reading intervention for this cohort.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Office Referrals	1
Site Specific Measures: PBIS - External TFI Score	98%
Site Specific Measures: Suspensions	0
Site Specific Measures:	

These data points indicate:

Level I PBIS has been fully implemented. Sierra Lakes performed extremely well on the external TFI, by earning a score of 98%. PBIS has had a positive effect on students behavior, as evidenced by only one office referral and zero suspensions during the school year.

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.

Yes, Integrated ELD has been implemented effectively with the use of training provided by EL TOA and EL Strategies identified and implemented by teachers.

According to the CA School Dashboard:

- A. EL Students are yellow and All Students are green for Chronic absenteeism.
- B. EL Students and All Students are green for Suspension.
- C. EL Students and All Students are orange in ELA.
- D. EL Students are orange and All Students are yellow in Math.
- E. Reclassified English Learners perform above the standard in both ELA and Math, while at the same time ALL other subgroups perform below standard.

According to ELPAC results:

1. The majority of EL Students are at Level 3 at every grade level except 4th grade, where they are tied with Level 2.
2. When comparing Oral and Written Language, EL students perform better in Oral Language.
3. In 4th and 5th grade, writing becomes more of a struggle for our EL students.
4. When comparing the domains of Listening, Speaking, Reading and Writing, the EL Students perform better in Receptive Language Skills than Productive Language Skills.
5. Reading and Writing Skills are an area of concern for 5th grade students because there is a higher percentage of students in the “Beginning to Develop” range.
6. Domain data indicate that areas of strengths for our EL students are Speaking and Writing and areas of weakness being Listening and Reading.
7. The percentage of students who were reclassified increased from 2019 to 2020 (1.3% to 5.5%).

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. 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.

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- B. EL Students and All Students are green for Suspension.
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2. When comparing Oral and Written Language, EL students perform better in Oral Language.
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4. When comparing the domains of Listening, Speaking, Reading and Writing, the EL Students perform better in Receptive Language Skills than Productive Language Skills.
5. Reading and Writing Skills are an area of concern for 5th grade students because there is a higher percentage of students in the “Beginning to Develop” range.

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.

Sierra Lakes will implement an EL professional development plan for faculty meetings, with the support of the EL Teacher on Assignment. This will occur twice a month, with monitoring of teacher implementation during ELD (I-ELD and D-ELD), performed by the EL TOA, the assistant principal and the principal.

1. Identify specific software programs that can be used to increase EL Student learning, which are also approved by the District.
2. Increase opportunities for EL Students with additional Differentiated Instruction/Tutoring.
3. Create a committee that gathers data monthly, updating members on the implementation of all Actions and Services identified in the Single Plan for Student Achievement.
4. Implement training for teachers to build capacity.

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>The Sierra Lakes 2020-21 Parent Survey indicates that we increased the number of parent responses from 158 to 191 respondents, which was surpassed the District's goal of a 25% response rate, with a response rate of 33%. The percentage of individuals who responded positively to more than 70% of the survey questions were in the categories of:</p> <ul style="list-style-type: none"> • Gives My Child Opportunities to Participate in Classroom Activities • Is a Safe Place for My Child • School Staff are Helpful to Parents • School Staff Take Parent Concerns Seriously • Allows Input and Welcomes Parents' Contributions • Teachers Explain Learning Expectations • Progress Updates Between Report Cards • How to Help with Homework • Promptly Responds to My Phone Calls, Messages, or E-mails • Nutrition • Facilities. <p>Sierra Lakes prides itself on being a clean, safe learning environment. Therefore, it should be noted that 79% of the respondents indicated that Sierra Lakes has clean and well maintained facilities/properties and 81% consider Sierra Lakes Elementary School a "Safe Place for My Child."</p> <p>In reference to the academic program at Sierra Lakes, 85% of the respondents signify that Sierra Lakes, "gives my child opportunities to participate in classroom activities."</p> <p>When it came to Parent Involvement, participation rates averaged 13%, mainly due to the fact that Distance Learning and</p>

Analysis of Qualitative Data

	<p>Hybrid Learning limited opportunities for Adult Participation.</p> <p>Data suggests that 54% of respondents indicated that the staff clearly tells student consequences in advance and that 66% of respondents denote that staff enforces school rules equally for all students, they also have the perception that Sierra Lakes needs to more closely focus on the category of Student Risk by providing more information to parents and students on the harassment, bullying, and fighting.</p> <p>The principal elicits feedback from the staff at a faculty meetings, PLC meetings, ILT meetings, FTA meetings with the principal and School Site Council meetings. Teachers provide feedback via in-person discussion, in-person hand voting, paper surveys and electronic surveys on Microsoft Forms. From the feedback they provided, teachers support the successful implementation of PBIS, teachers have indicated that effective intervention and enrichment programs need to be identified in order to support the students and themselves and that they would like to have more autonomy, as PLCs.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observations were conducted by school site administrators for 13 teachers who received a 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.</p> <p>Furthermore, all teachers were observed in each of their classrooms on a weekly basis, by the administrators performing classroom walk-throughs that lasted 5-10 minutes. The administrators used Microsoft Teams to provide timely and impact feedback to the teachers.</p>

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>STATE ASSESSMENTS All students in third through fifth grades take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments are administered online. The California Science Test (CAST) is administered to all students in fifth grade. Fifth grade students take the physical fitness test (PFT), which is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity.</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>UNITED2READ. All students in kindergarten and first grade take an online diagnostic assessment. Based on student strengths and weaknesses, students are placed into small groups for instruction and remediation.</p> <p>DISTRICT LEVEL COMMON FORMATIVE ASSESSMENTS (CFA) The FUSD Assessment and Accountability Department develops common formative assessments in the subject areas of English/Language Arts and Mathematics, that are administered District-wide at all grade levels three times a year. Then, schools are paired together, where teachers at each grade level collaborate to grade, analyze and disaggregate the common formative assessments. The data is used to guide and plan instruction for the group, as well as individual students.</p> <p>GRADE LEVEL COMMON FORMATIVE ASSESSMENTS (CFA) Each semester, grade level PLCs at Sierra Lakes Elementary School backwards map on calendars, scheduling units of study for the Essential Standards they have identified in English/ Language Arts and Math. The teachers create grade level common formative assessments that correlate to the essential standards identified in the units. Then, the common assessments are administered, graded, analyzed and disaggregated. The data is used to guide and plan instruction for the group, as well as individual students.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>English Language Learners take the ELPAC exam. This is a state test that focusses on students' mastery of the English Language focusing on Receptive Language Skills in the domains of Reading and Listening. It also examines students' Productive Language Skills in the domains of Writing and Speaking. Based on their performance, students are identified by levels, with 1 as the beginning stage and 4 as the well developed stage.</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</p>	<p>At the beginning of each year, administrators and teachers, in their Professional Learning Communities (PLCs), meet to analyze and discuss the academic progress of our students from the previous year using SBAC, MAP, and United 2 Read data. Based on this data, teachers make adjustments to guide their instruction.</p>

Standards, Assessment, and Accountability

<p>risk of not meeting state academic content standards.</p>	<p>This information is also shared with various stakeholder groups such as the School Site Council (SSC), the English Language Advisory Council (ELAC) and parents who attend Coffee with the Principal. SSC and ELAC review the California School Dashboard data, MAP, SBAC, ELPAC, and other data to identify trends associated with our students' academic progress. In addition, student groups are considered to make sure that the curriculum is equitable and all student needs are addressed. Based on this information, SSC, with the advice of ELAC members, identify actions and services to meet the needs of all students for the coming year in the Single Plan for Student Achievement (SPSA). Beginning in the 2020-2021 school year, the SSC has created a committee to oversee the implementation of the SPSA. The SPSA Monitoring Committee will be responsible for reviewing all Title I Actions/Services at monthly SSC meetings and report to the SSC where Sierra Lakes Elementary School is in the process of implementation.</p> <p>At the beginning of each school year and as the year progresses, grade level PLCs schedule the MAP test and create their own formative assessments based on Essential Standards that they have identified and backwards mapping the semester. Then, they administer, correct, analyze and disaggregate the data from these exams. During PLC meetings, teachers discuss their findings, create groups for differentiated instruction and use the data to guide their instruction. This cycle takes place every 4-6 weeks, based on the number of Essential Standards and the length of the unit.</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>At the beginning of each school year ELPAC and SBAC data are analyzed by various stakeholder groups (teachers, SSC members, ELAC members and other parents at a Coffee with the Principal), 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 EL Site Monitor, 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> <p>As the school year progresses, the staff and administrators monitor the implementation of Designated and Integrated ELD during walk throughs and inspections of lesson plans.</p> <p>Throughout the year, EL performance levels are reassessed by the Site EL Monitor, 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:</p> <ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> • 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

Standards, Assessment, and Accountability

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:

- All students need to improve the acquisition of their Reading and Writing skills.
- EL students and students performing below grade level need increased opportunities for additional Differentiated Instruction and Tutoring.
- Teachers need to work with small groups of EL Students during Integrated and Designated ELD blocks.
- SSC needs to identify specific software programs that can be used to increase EL Student learning, which are also approved by the District.
- SSC needs to create a committee that gathers data monthly, updating members on the implementation of all Actions and Services identified in the Single Plan for Student Achievement.
- The administrators and teachers need to implement skills that are developed at training and workshops too build the students' capacity.

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. John Hattie and Teacher Clarity with the Use of Learning Targets and Success Criteria
2. United 2 Read
3. Positive Behavior Interventions and Supports (PBIS)
4. Mathematics Lesson Planning and Instruction
5. AVID

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

Teachers are provided training on John Hattie and Teacher Clarity at monthly faculty meetings. During the faculty meetings teachers have:

1. Received Professional Development from Kristin Anderson, with the Brilliance Project
2. Participated in discussions, based on the professional readings from a John Hattie book, VISIBLE LEARNING FOR TEACHERS
3. Viewed and discussed PowerPoint presentations, based on the work of John Hattie
4. Completed Ghost Walks, touring classrooms in our school that have Learning Targets and Success Criteria posted
5. Discuss feedback from walk throughs by the principal, assistant principal, ILT/PLC members and Kristin Anderson
6. Collaborate with PLC members to create Learning Targets and Success Criteria, which are based on Essential Standards chosen by their PLC

Staffing and Professional Development

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:

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

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade levels in PLC's and planning days include the following:

1. Backwards Planning by semester where teachers identify Essential Standards and create 4-6 week units with common assessments. These units are calendared, including the assessment windows and time for PLCs to grade, analyze, disaggregate students data that guides instruction.
The PLC is guided by the 4 questions:
 - A. What do students need to learn?
 - B. How will we know they have learned?
 - C. What will we do when they have already learned?
 - D. What will we do when they have not learned?
2. Planning for CFA's SBA, MAP, United to Read, IAB
3. Writing Learning Targets and Success Criteria
4. Planning lessons
5. Designing small group instruction
6. Conducting Student Intervention Team (SIT) Meetings
7. Implementation of AVID Strategies AVID (4th & 5th grade only)

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 to attend conferences and professional development workshops/trainings that take place away from the school site.
- Students need instructional materials to access the curriculum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	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.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	<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, System 44, 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>

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

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	<p>Services provided by Sierra Lakes Elementary School by the regular program that enable underperforming students to meet standards include:</p> <ul style="list-style-type: none"> • AVID
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Opportunity and Equal Educational Access

- School Counselor
- Instructional Support Teacher
- MTSS Support Services
- Tutor Monitor
- Bilingual Aide
- Instructional Aides in Special Education Classrooms
- Read 180/System 44
- Tutoring for EL Students
- SIT process
- PBIS
- Small group differentiated instruction
- Response to Intervention (RtI)
- Accelerated Reader (AR)
- LEXIA and Moby Max

Student groups for whom there exist disparities in achievement and summary of the root causes.

The California School Dashboard indicates that disparities in English/Language Arts achievement exist among the following student groups:

- All Students were 8 points below the state standard.
- EL Students were 27.3 points below the state standard.
- Socioeconomically Disadvantaged Students were 23.2 points below the state standard.
- Students with Disabilities were 120.7 points below the state standard.
- African American Students were 19.2 points below the state standard.
- Hispanic Students were 19.2 points below the state standard.
- White Students were 17.3 points below the state standard.

The California School Dashboard indicates that disparities in Mathematics achievement exist among the following student groups:

- All Students were 35.6 points below the state standard.
- EL Students were 39.6 points below the state standard.
- Socioeconomically Disadvantaged Students were 45.1 points below the state standard.
- Students with Disabilities were 111 points below the state standard.
- African American Students were 58.2 points below the state standard.
- Hispanic Students were 41 points below the state standard.
- White Students were 33.2 points below the state standard.

Research indicates that root causes for disparities in student achievement may be attributed to:

- Students with Disabilities experience a variety of learning disabilities such as visual and/or auditory processing, and other health

impairments.

Opportunity and Equal Educational Access

	<ul style="list-style-type: none"> • English Language students experience language barriers and deficiencies in the domains of listening, reading, writing and speaking. • Socioeconomically Disadvantaged students experience inequalities in the conditions in which their families live and/or work. • Inequitable levels of school funding • Teachers' expectations for students • Inconsistent knowledge of the purpose and use of assessments • Lack of professional development in culturally responsive teaching practices • A lack of student experience and social capital gaps
<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) and Socioeconomically Disadvantaged students (SED).</p>

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Students with Disabilities, EL students and Socioeconomically Disadvantaged students need additional remediation and support after school. • Students need access to mental health professionals to address the social and emotional needs. • Teachers need to assess students' strengths/weaknesses and use this data to differentiate instruction with fidelity. • Sierra Lakes needs to provide a systematic approach to school-wide interventions in the academic areas of Reading, Writing and Mathematics. 	
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Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>During a typical school year families are provided with many opportunities to participate in their child's education and be apart of our school community. To maintain positive home/school connections, parents are made aware of school events and opportunities for engagement on a monthly basis through many medias. Some of the events include, College/Career Days, Family Nights for ELA/ Math/ and STEAM, Multicultural Night, Coffee with the Principal, just to list a few available to families. The school also provides opportunities for parents to volunteer and serve on a variety of committees that help shape the educational program at the school site. We have extended library hours that offer access to families before and after school and by appointment through Distance Learning. 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. A monthly newsletter is prepared and digitally sent to families and put on our website and social media sites. 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 is provide by our Community Aide and Bilingual Aide.</p>
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Parental Engagement

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.
- Parents need support with technology programs used for distance learning.

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 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.
 - 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 first 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

Funding

	learning gaps, Rtl provides 30 minutes of remediation, practice and enrichment in Reading and Math daily.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	<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. • 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.
- EL strategies are provided every other week during trainings at faculty meetings. Then, teachers are expected to implement said strategies and share their experiences with PLC and/or faculty.
- Kindergarten, 1st and 2nd grade teachers receive United 2Read training and collaborate in PLCs to diagnose students' strengths and weaknesses. Then, they provide small group instruction, based on individual student needs.
- 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. SSC created a sub committee, SPSA Progress Monitoring Committee. The committee is responsible for providing monthly reports on our school's implementation of the SPSA's actions and services. Through this process, SSC determined Title I actions and services were substantially/fully implemented.

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 2021-2022 School Year. The Progress Monitoring Committee provided updates that indicated all actions and services were implemented except Rosetta Stone and Suite 360. Rosetta Stone will not be used in the future, as it was not deemed necessary to move forward. Suite 360 was put on hold during Distance Learning as it is a tool to use with students on campus.

In May, SSC finalized the development and approved the 2021-2022 SPSA. Assuming the 2021-2022 school year will return to "normal", in-person instruction, we plan to implement Suite 360 in the future. Accelerated Reader was also discontinued, due to the fact that the District is providing Literacy Pro.

Identified Needs based on Findings:

- SSC needs to create an implement a motivational plan to encourage more parent participation in SSC.

Resource Inequities

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

With a current students enrollment of 704 students, Sierra Lakes is experiencing several resource inequities:

1. Lower amounts of financial allocations for Title I, SUPC, and the General Fund, in comparison to all other elementary schools in Fontana.
2. Inadequate staffing of administration and counselor. Sierra Lakes currently employs their assistant principal and school counselor half-time, as they are both split positions between Sierra Lakes Elementary School and Poplar Elementary School.
3. EL students, Socioeconomically Disadvantaged students and Students with Disabilities lack life experiences and access to enrichment opportunities, such as field trips.
4. EL students, Socioeconomically Disadvantaged students and Students with Disabilities need interventions and extended learning opportunities, after the regular school day.
5. As identified in the 2019-20 Survey, students don't have access to a variety of enrichment opportunities, after the regular school day.

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 third, fourth, and fifth grades will use IABs to prepare for the SBAC. 5. Students performing below grade level will be provided with additional instruction and/or remediation from the Tutor Monitor. 6. Increase teacher capacity and the quality of classroom instruction by: <ul style="list-style-type: none"> • having them receive professional development at conferences. • training teachers with the Write from the Beginning program. 7. Positive Behavior Interventions and Supports (PBIS) will provide opportunities for all students practice social skills and learn in a safe school environment. 8. United 2 Read - will provide opportunities for students in K-2 to receive small group instruction, based on the foundational reading skills identified in the diagnostic tests. 	<p>August - May</p> <p>August - May August - May</p> <p>August - May August - May</p> <p>August - May August - December August - May</p> <p>August - May</p>
<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 Mathematics Software (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 STEM activities, provided by United States Engineering League. 3. 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. 	<p>August - February</p> <p>March, April and May</p> <p>August - May</p>

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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.09 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.09 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	33%	>= 25%

Identified Need(s):	<ol style="list-style-type: none"> 1. Smarter Balanced Assessments and MAP data indicate that students need reading comprehension, fluency and writing skills to fill learning gaps and increase student learning. 2. Smarter Balanced Assessments and MAP data indicate that students need mathematics calculation skills to fill learning gaps and increase student learning. 3. The Comprehensive Needs Assessment and Parent Survey indicate that students need opportunities to cultivate higher level thinking skills and have access to quality programs for their child's talents, gifts, or special needs. 4. Parent Survey data indicated that parents need additional access to resources to help students resolve conflicts with one another and support their child's academic, social and emotional needs at home. 5. Classroom walkthrough data indicates that teachers need continued professional development in Teacher Clarity to improve literacy and mathematics. 6. Classroom walkthrough data indicates that teachers need additional time to work in their PLCs to improve targeted support for students in reading and mathematics.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1A. Implement the use of one-on-one and small group instruction in mathematics for students to acquire the knowledge needed to fill learning gaps in foundational skills.</p> <ul style="list-style-type: none"> Instructional Software for Foundational Math Skills 	Curriculum embedded assessments in ELA and math, CFAs	African American Students Students performing below standard	Teachers Secretary	\$1,500	
<p>1B. Provide one-on-one or small group instruction to students for intervention in literacy and math foundational skills.</p> <ul style="list-style-type: none"> Salary for the Tutor Monitor 	Total number of students serviced Teacher feedback Evaluation on student learning via pre/post assessments	Students not mastering CCSS	Teachers Tutor Monitor	\$17,000	
<p>1C. Provide extended learning opportunities to cultivate higher level thinking skills through interactive STEM activities, to promote critical thinking and problem solving.</p> <ul style="list-style-type: none"> Consultant Services and Related Materials for Interactive STEM Activities 	Number of students serviced Student survey Summative practical evaluation	Random sampling of 40-80 1st - 5th Grade Students	Instructors	\$9,000	
<p>1D. Provide professional development for teachers on establishing writing skills, via Write from the Beginning, to increase teacher capacity and improve instruction.</p>	Teacher PD Evaluations Classroom Visit Data	All	Administrators Teachers TOA	\$2,450	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Certificated Additional Hourly Pay • PD Materials 					
<p>1E. Implement the use of software to promote positive school climate and parent involvement on campus.</p> <ul style="list-style-type: none"> • Raptor Technologies 	Number of parents/visitors welcomed onto campus Parent surveys	All	Secretaries Teachers	\$570	
<p>1F. Implement educational workshops for parents to support their children's academic, social and emotional needs at home.</p> <ul style="list-style-type: none"> • Consultant Fees • Certificated/Classified Additional Hourly • Childcare Services • Training Materials 	Parent surveys Sign-in sheets	All	Secretaries Parents	\$1,420	
<p>1G. Provide additional time for teachers to function as a PLC around the Four Key Questions.</p> <ul style="list-style-type: none"> • Certificated/Classified Additional Hourly Pay 	Lesson Plans CFA Data Analysis	All	Administrators Teachers	\$5,000	
<p>1H. Provide online access to students using online curriculum and resources for improved</p>	Curriculum embedded	All	Administrators Teachers		\$18,713

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
academic instruction. <ul style="list-style-type: none"> Installation of Classroom Televisions 	assessments in ELA and math, CFAs				
1I. Provide resources to students to increase academic achievement. <ul style="list-style-type: none"> Yearly DUPLO printing supplies (Complete Business Systems) 	Curriculum embedded assessments in ELA and math, CFAs	All	Administrators Teachers		\$950
1J. Utilize a research and evidenced-based digital solution that helps K-5 schools manage critical wellness, decision making and restorative justice challenges. <ul style="list-style-type: none"> Instructional Software (Suite 360) 	Number of referral Number of suspensions	All	Administrators	\$6,000	
Total Estimated Cost for This Goal:				42,940	19,663

Planned Improvements in Student Performance

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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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.20 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.57	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.17 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	1. Smarter Balanced Assessment data, MAP data and the ELD Evaluation indicate that EL students have learning gaps in foundational Reading, Writing and Mathematics skills.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a A. Implement the use of small group instruction in mathematics for students to acquire the knowledge needed to fill learning gaps in foundational skills and practice their use of academic language.	Curriculum embedded assessments in Math CFAs	EL students in Grades K-5, who have not mastered standard level on SBAC.	Certificated staff Classified staff	\$1,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Instructional Software for Foundational Math Skills 					
<p>1a B. Deliver after school tutoring to students by providing small group, differentiated instruction to target students' learning gaps in literacy.</p> <ul style="list-style-type: none"> Classified Hourly Pay 	Pre/Post tutoring assessments Classroom visit data	EL students in Grades K-5 with ELPI Levels 1-3	Classified staff providing tutoring	\$1,000	
<p>1a C. Implement the use of small group instruction in ELA for students to acquire the knowledge needed to fill learning gaps in foundational skills and practice their use of academic language.</p> <ul style="list-style-type: none"> Instructional Software for Foundational ELA Skills 	Curriculum embedded assessments in ELA CFAs	EL students in Grades K-5, who have not mastered standard level on SBAC.	Certificated staff Classified staff	\$3,000	
Total Estimated Cost for This Goal:				5,500	

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)]

<p>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.</p>		
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):	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>1. ELPAC data, ELPI 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.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1b A. Provide professional development for the writing process to increase teacher capacity and EL's acquisition of productive language.</p> <ul style="list-style-type: none"> Consultant Fees Certificated/Classified Additional Hourly Pay PD Materials 	<p>Writing rubrics Lesson plans Classroom visit data</p>	<p>EL students who are in grades K-5 with an emphasis in upper grades who have weaknesses in the domain of writing.</p>	<p>Teachers</p>	<p>\$5,000.00</p>	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b B. Provide professional development for reading to increase teacher capacity in designing and delivering lesson to support EL's acquisition of receptive language. <ul style="list-style-type: none"> • Certificated/Classified Additional Hourly Pay • PD Materials 	Lesson plans Classroom visit data	EL students who are in grades K-5 with an emphasis in upper grades who have weaknesses in the domain of reading.	EL TOA Teachers	\$2,000.00	
Total Estimated Cost for This Goal:				7,000	

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 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.52 Fall 2nd to Fall 3rd: 0.25 Fall 3rd to Fall 4th: -0.40	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 23% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 15% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 12% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 13% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 5% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 2% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<p>1. Smarter Balanced Assessments and MAP data indicate that students in grades K-3 need additional support in Reading and Writing to close the learning gap and increase student capacity.</p> <p>2. Classroom visitation data and teacher feedback indicate that teachers need professional development in planning and delivering high quality first instruction in early literacy.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A. Provide professional development for teachers focusing on designing early literacy	Classroom Visit Data Teacher PD Survey	K-3	Administrators Teachers TOA	\$1,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
lessons. <ul style="list-style-type: none"> • Consultant/Workshop Fees • Certificated/Classified Additional Hourly Pay • PD Materials 					
Total Estimated Cost for This Goal:				1,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1K. New Action Provide access to instructional materials technology, and resources to students to increase student learning/capacity.</p> <ul style="list-style-type: none"> • 20 Lakeshore Number Line Activity Charts • Organizational Materials 	K-2	\$ 5,000	Secretary Administrators
<p>Goal 1C. Provide extended learning opportunities to cultivate higher level thinking skills through interactive STEM activities, to promote critical thinking and problem solving.</p> <ul style="list-style-type: none"> • Competition Fees and Materials for GATE program 	All	\$ 30,000	Secretary Administrators
<p>Goal 1L. New Action Provide extra-curricular clubs after school for students need enrichment opportunities, in order to acquire the knowledge to fill learning gaps and increase student learning.</p> <ul style="list-style-type: none"> • Additional Funds for Performing Arts, Art, STEAM, Sports, Computer Programing, Music, and Crafts 	All	\$75,000	SSC Teachers Secretary Administrators
<p>Goal 1M. New Action Provide professional development for teachers on establishing Learning Targets and creating Success Criteria to increase teacher capacity and improve instruction.</p> <ul style="list-style-type: none"> • Substitute Coverage, Fees and Travel Expenses 	All	\$5,000	Teachers Secretary Administrators
<p>Goal 1N. New Action Provide an improved means of communication with students and</p>	All	\$50,000	Secretary Administrators

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
parents. <ul style="list-style-type: none"> • Installation of an Electronic Marque 			
Goal 1H. Provide online access to students using online curriculum and resources for improved academic instruction. <ul style="list-style-type: none"> • Installation of Classroom Televisions 	All	\$50,000	Secretary Administrators
Goal 1O. New Action Provide field trips for students needing enrichment opportunities, in order to acquire the knowledge by experiencing real-world applications and realia. <ul style="list-style-type: none"> • Bussing • In-Person and Virtual Fieldtrip Registration Fees 	All	\$100,000	Secretary Administrators
Goal 1P. New Action Provide a variety of books and resources in the library.		\$5,000	Secretary Administrators Libraian

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.	\$31,672
X	Title I, Part A: Carryover	\$24,798
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).	\$1,413
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)	\$19,633
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		76,103
Total amount of state funds spent (SUPC)		19,663
Total amount of federal funds spent (Title I)		56,440
Total amount of state and federal funds spent		76,103
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
James W. Raymond	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 2021	1
Itzel Trujillo	Other Staff Member (Specify): Clerk Typist	2 Years	May 2021	1
Anna Alvarez	Parent/Community Member	2 Years	May 2021	1
Natalie Romero	Parent/Community Member	2 Years	May 2022	1
Stanley Arinze	Parent/Community Member	2 Years	May 2022	1
Laura Sheridan	Parent/Community Member	2 Years	May 2021	1
Lesley Anaya	Parent/Community Member	2 Years	May 2021	1

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Sierra Lakes Elementary

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee _____
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/25/21

Attested:

James W. Raymond
Typed name of School Principal

James W. Raymond
Signature of School Principal

5-25-21
Date

Christine Omar
Typed name of SSC Chairperson

Christine Omar
Electronic Signature of SSC Chairperson

5/26/21
Date