

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Alder Middle School 36-67710-6059398		SSC Approval Date: May 3, 2022
School Address	7555 Alder Ave., Fontana, CA 92336		Local Governing Board Approval Date: Pending Board Approval June 8, 2022 Original
Name of Principal	Melissa Weber	Phone # and Email	909-357-5330, Melissa.Weber@fusd.net
Name of SSC Chairperson	Lidia Badillo	Phone # and Email	909-357-5330, badila@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Alder’s Vision: Students, staff, and parents come together as a family to support and inspire one another based on who we are, what we do, and where we are going.

Alder’s Mission: All students will learn in an engaging environment working towards becoming lifelong learners by showing Responsibility, Integrity, Safety, and Excellence (RISE).

Goal: Increase Student Achievement

SCHOOL AND COMMUNITY PROFILE

Alder Middle School has 1,037 students enrolled in grades sixth, seventh, and eighth and staffs 44 credentialed teachers. Alder’s student population is approximately 88.8% Hispanic, 4.7% African American, and 3.8% White. Alder has a large population of English Learners (EL), which make up 27.3% of the student population. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and focuses on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques are employed in staff training and lesson planning to improve individual and school wide performance in meeting state proficiency standards, particularly in English Language Arts and Mathematics. Students are involved in a variety of leadership programs during school and after school. Alder offers leadership electives such as ASB (Associated Student Body/Student Government), WEB (Where Everybody Belongs), and Renaissance as well as elective courses in STEM, Coding, and AVID (Advancement Via Individual Determination). Alder also offers elective courses band, orchestra, chorus, and art. Alder students are given the opportunity to participate in after school sports such as volleyball, basketball, and soccer. Alder students can also participate in the after-school program through the City of Fontana. Alder Middle School implements Positive Behavior Interventions and Supports (PBIS) to promote a safe, positive, and restorative learning environment, which we call our RISE program: Responsibility, Integrity, Safety, and Excellence.

SPSA HIGHLIGHTS (bullet points)

At Alder Middle School our focus is to increase student achievement and parent/community involvement.

- To increase student interventions within the school day to enable students to succeed academically,
- To provide professional development for teachers to aid in the support of students, to increase achievement in all subject areas;
- To continue to provide PBIS (RISE) to promote positive behavior schoolwide in an effort to improve student achievement in a safe learning environment.
- To increase parent and stakeholder involvement as a means of building community, opening lines of communication, and celebrating student success, and
- To celebrate students and their academic accomplishments.

INCREASED OR IMPROVED SERVICES (bullet points)

SCHOOL BACKGROUND

- Our PBIS initiative (RISE) will continue to promote positive behavior schoolwide through Tier 1, 2, and 3 services to improve student achievement and maintain a safe learning environment for all students.
- Alder Middle School will continue to implement a coordinated effort to support Professional Learning Communities using common preps and pull out days.
- To continue PLC collaboration with increased focus on common assessments and close reading in all content areas.
- To monitor and improve ELD and ALD programs to meet the academic and linguistic needs of our students.
- To increase parent involvement and engagement.

MOONSHOT

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
1037	89.5	27.3	1.1

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	283	27.3
Foster Youth	11	1.1
Homeless	10	1.0
Socioeconomically Disadvantaged	928	89.5
Students with Disabilities	119	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	4.7
American Indian or Alaska Native	3	0.3
Asian	3	0.3
Filipino	5	0.5
Hispanic	921	88.8
Two or More Races	14	1.4
Native Hawaiian or Pacific Islander	3	0.3
White	39	3.8

These data points indicate:

1. Alder MS has significant student groups of 89.5% Socioeconomically Disadvantaged, 11.5% Students with Disabilities, and 27.3% English Learners.
2. Alder MS has a diverse population that is 88.8% Hispanic, with smaller student groups across several races or ethnicities.
3. Alder MS has a 11.5% student with disabilities population which reveals the need for ongoing monitoring and support to ensure services are being provided as listed in their IEP and that they have access to the resources and services needed.

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



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. Alder has a population of 1,059 students and the data points indicate that in English Language Arts and Mathematics all students performed in the yellow.
2. Whole school data indicates that with regards to Chronic Absenteeism and Suspension Rates, students were performing in the orange.

School and Student Performance Data

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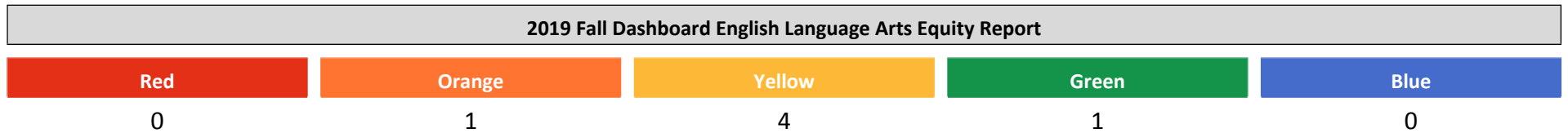
A review of the following data informs the comprehensive needs assessment.

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
 Yellow 28.6 points below standard Increased Significantly ++18.3 points 1058	 Yellow 51.5 points below standard Increased Significantly ++24.4 points 454	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 46.9 points below standard Increased Significantly ++38.5 points 13	 Yellow 31.4 points below standard Increased Significantly ++17.5 points 976	 Orange 100 points below standard Increased Significantly ++36.9 points 147

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Yellow</p> <p>40 points below standard</p> <p>Increased Significantly ++27.9 points</p> <p>46</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Hispanic</p>  <p>Yellow</p> <p>30.8 points below standard</p> <p>Increased Significantly ++17.3 points</p> <p>946</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>White</p>  <p>Green</p> <p>1.2 points above standard</p> <p>Increased Significantly ++23.4 points</p> <p>42</p>

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		
<p>Current English Learner</p> <p>101 points below standard</p> <p>Increased Significantly ++19.2 points</p> <p>228</p>	<p>Reclassified English Learners</p> <p>1.5 points below standard</p> <p>Increased Significantly ++22.8 points</p> <p>226</p>	<p>English Only</p> <p>29 points below standard</p> <p>Increased Significantly ++15.8 points</p> <p>448</p>

These data points indicate:

- Based on our CAASPP data, our overall schoolwide data demonstrated an increase of 18.3 points in ELA bringing us a closer to the standard met.

2. The African American, English Learner, Homeless, Socio-Economically Disadvantaged, and SWD student groups all increased significantly and are narrowing the achievement gap with the All Student group.

School and Student Performance Data

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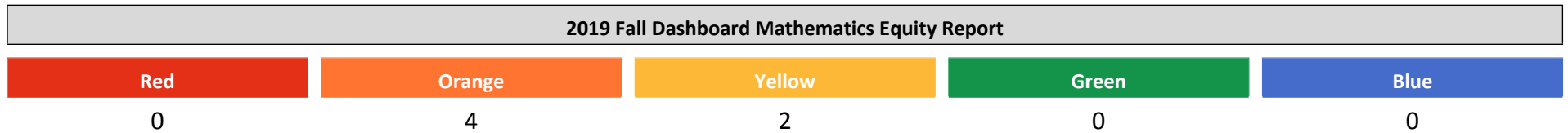
A review of the following data informs the comprehensive needs assessment.

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

85.7 points below standard

Increased ++11.9 points

1059

English Learners



 Orange

108.5 points below standard

Increased ++11.7 points

455


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

Homeless



 No Performance Color

107.8 points below standard

Increased Significantly
++39.2 points

13

Socioeconomically Disadvantaged



 Yellow

87.5 points below standard

Increased ++13.1 points

977

Students with Disabilities










 Orange

183.3 points below standard

Increased Significantly
++16.1 points

148

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 116.6 points below standard Increased ++5.3 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 86.5 points below standard Increased ++13.2 points 947	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 63.3 points below standard Maintained -2.2 points 42

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
155.2 points below standard Increased ++11.5 points 229	61.2 points below standard Increased ++6.1 points 226	91.3 points below standard Increased ++11.2 points 448

These data points indicate:

1. Based on our CAASPP data, our overall schoolwide data demonstrated an increase 11.9 points in Mathematics bringing us a closer to the standard met.

2. Most student groups increased except for our white students who maintained. Our African American student group did not grow significantly and we need to work with this student group to help narrow the gap.
3. Notable increases include subgroups: Hispanic, EL students , Homeless, Socio-Economically Disadvantaged, and SWD.

School and Student Performance Data

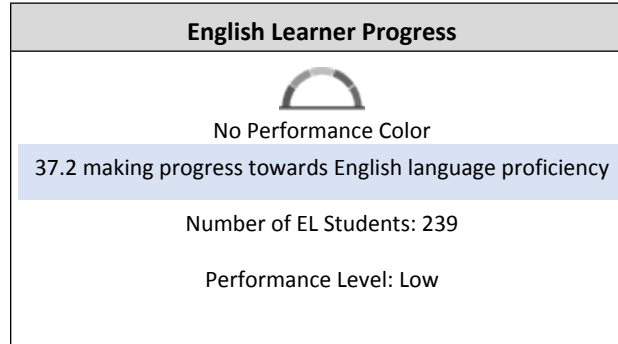
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A review of the following data informs the comprehensive needs assessment.

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
25.9	36.8	6.2	30.9

These data points indicate:

1. Data indicates 37.2 % of our English Language Learners are making progress towards English Language Proficiency. Out of 239 students 30.9 % Progressed one level and 6.2% maintained the highest level of English proficiency (level 4).
2. Data indicates 36.8% of our students maintained their English Language proficiency levels.

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3. Data indicates 25.9 % of our students decreased in their English Language Proficiency.

School and Student Performance Data

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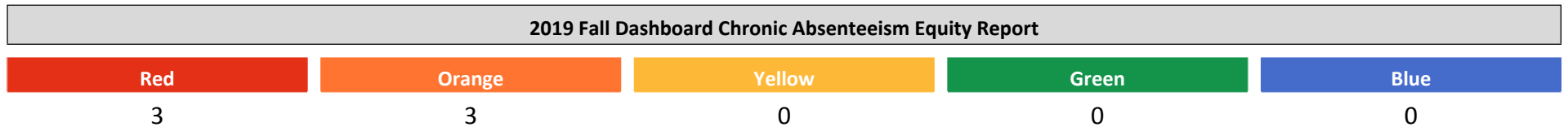
A review of the following data informs the comprehensive needs assessment.

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
 Orange 13.1 Increased +2.6 1199	 Orange 13.2 Increased +3 280	 No Performance Color 29.4 Increased +15.8 17
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 29.2 Increased +0.6 24	 Orange 13.2 Increased +2.4 1087	 Red 23.7 Increased Significantly +7.4 173

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 21.7 Declined -1.2 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.1 Increased Significantly +3.1 1054	 No Performance Color 14.3 Increased +5.2 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 24.5 Increased +1.8 49

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1076	125	11.8
Female	501	59	11.9
Male	575	66	11.7
American Indian or Alaska Native	3	0	0.0
Asian	4	0	0.0
Black or African American	54	8	15.7
Filipino	5	0	0.0
Hispanic or Latino	950	113	12.0
Native Hawaiian or Pacific Islander	3	0	0.0
Two or More Races	15	1	6.7
White	42	3	7.3
English Learners	293	30	10.4
Foster Youth	20	1	5.6
Homeless	21	8	40.0
Socioeconomically Disadvantaged	958	111	11.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	131	24	19.4

These data points indicate:

1. Data indicates that our Chronic Absenteeism was 11.8% of all students chronically absent. That is a decrease of 1.8 % from the previous year. Data represent 1,076 students.
2. SWD and Homeless Student Groups had a disproportional increase of Chronic Absenteeism. We are in the process of developing a system to increase student engagement.
3. Although there is significant disproportionality in chronic absenteeism for the African American student group, it was the only group to decrease their chronic absentee rate. This is helping to narrow the gap with the All Student group.

School and Student Performance Data

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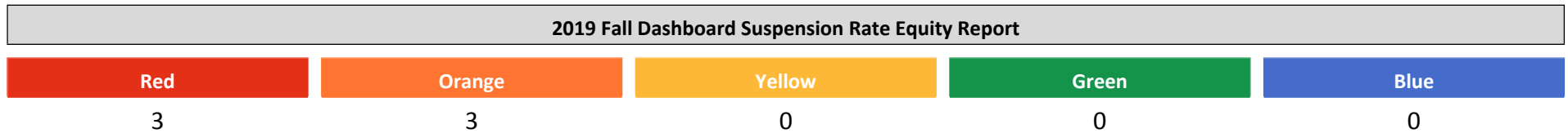
A review of the following data informs the comprehensive needs assessment.

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
 <p align="center">Orange 7.9</p> <p align="center">Increased +2.7</p> <p align="center">1248</p>	 <p align="center">Red 10.4</p> <p align="center">Increased Significantly +6.8</p> <p align="center">299</p>	 <p align="center">No Performance Color 20.8</p> <p align="center">Increased +5.4</p> <p align="center">24</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p align="center">No Performance Color 14.3</p> <p align="center">Increased +2.1</p> <p align="center">28</p>	 <p align="center">Orange 8.5</p> <p align="center">Increased +3.1</p> <p align="center">1124</p>	 <p align="center">Red 14</p> <p align="center">Increased Significantly +4.2</p> <p align="center">179</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16.4 Increased +2.3 73		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2 Increased +2.8 1092	 No Performance Color 6.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 10 Increased +2.6 50

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	7.9

These data points indicate:

1. Whole school data indicates that our Suspension Rate is in the orange with the rate for the All Student group increasing by 2.1%.
2. Data indicates that suspension rates disproportionately increased among Foster Youth, SWD, and English Learners student groups.
3. African American, English Learner, Foster Youth, and Homeless suspension rates are significantly disproportional to the All Student group.

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)	-0.17
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.41
Site Specific Measures: Tutoring for all students outside the school day in ELA and Math: percentage of students demonstrating growth from pre-test to post-test.	100%
Site Specific Measures: % Decrease of D and F rate from 1st quarter to 1st semester in ELA.	6%

These data points indicate:

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 6-7. Males performed 5% better than females in math, and females performed 2% better than males in Reading. There are ethnicity groups that showed significant growth but continue to need support to achieve at higher levels. Groups that need additional supports and intervention include African American, English Learner, Students with Disabilities, and Foster. When looking at growth from Fall 2020 to Fall 2021, it is clear that distance learning significantly hindered student growth in both reading and math, although more significantly in math. Schoolwide, sixth grade had the most significant lack of growth, followed by seventh grade. The most significant lack of growth occurred in grades 6-7 (both reading and math) and the most growth was made by grade 8 students (both reading and math). English Learners in the seventh grade showed growth. There was no significant disproportionality in growth among student groups.

Targeted tutoring opportunities showed 100% growth from pretest to posttest based on discipline specific assessments. Based on the data, next steps included teaching students strategies for increased attendance, engagement, time management, work completion, and effective studying habits to decrease the D and F rate.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.15
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	

Academic Data – English Learners (EL)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.27
Site Specific Measures: % Decrease in D and F rate from 1st quarter grades to 1st semester grades in ELA.	12%
Site Specific Measures:	

These data points indicate:

English Learners are one of the lowest performing groups on the Fall 2021 MAP assessment. English Learners made similar growth in Reading and more growth in Math than schoolwide. Although some EL students' grades increased, there needs to be a continued focus on teaching students strategies for increased attendance, engagement, time management, work completion, and effective studying habits to decrease the D and F rate at a higher percentage.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 12% Level 3: 36% Level 2: 34% Level 1: 17%
2020-2021 ELPAC Listening Domain: % by Performance Level	14% - Well Developed 63% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	51% - Well Developed 37% - Somewhat/Moderately Developed 12% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	11% - Well Developed 33% - Somewhat/Moderately Developed 57% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	6% - Well Developed 78% - Somewhat/Moderately Developed 16% - Beginning Development

Language Acquisition Data – English Learners (EL)

Site Specific Measures: Tutoring for EL students outside the school day: percentage of students demonstrating growth from pre-test to post-test.	100%
Site Specific Measures: Professional Development for lesson design that is aligned to ELPAC domains: Percentage of teachers that attended all three trainings provided.	98%

These data points indicate:

that Reading is the greatest area of need across all grade levels and student groups when looking at Domain scores for ELPAC performance across 3 years. The current 7th grade students made significantly less progress than other grade levels. From the 2020-2021 school year, ELPI levels for students that were at 3 Low or 2 High made significantly less progress. Since the schoolwide focus areas were Close Reading, students were given a passage to determine their reading comprehension of the text at the beginning of the tutoring sessions. As a post test, students were given a different passage to determine their growth in reading comprehension. Based on the pretest and posttest, 100% of the students that attended the sessions showed growth. Professional development was given to teachers by the English Learner TOA to focus on listening, reading, and writing domains because data shows this is the greatest need for our students. During classroom observations, strategies from the PD are being used more in the ALD and ELD classes. Next steps include providing teachers training to utilize the PLC process to design lessons that incorporate strategies in ELPAC domains to support English Learners in learning.

Parent/Family Engagement

School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%
Site Specific Measures: Percent of parents with positive response for Information from School on Parent Climate Survey	67%
Site Specific Measures: Average number of participants at virtual parent workshops.	10

These data points indicate:

Alder was not successful in reaching the goal of 30% of Alder parents completing the Parent/Family Climate Survey. Due to COVID restrictions, Alder was not able to host on campus events to provide opportunities for parents to take the online survey. There were 8 online parent workshops offered. Based on the needs collected by the School Outreach Liaison and Bilingual Community Aide, the workshop topics were selected such as Homework Strategies and Student Drug Use (Effects and Prevention Strategies). At the first few workshops attendance was low, but as the year progressed, workshop attendance increased. To continue increasing parent attendance, the workshops will be offered in person next year.

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 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
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.

Integrated ELD has been implemented at Alder. We have had EL inclusion for five years and ELD and ALD classes as well. Teachers have differentiated and identified instructional strategies for their English Learners during the development of their lessons plans. Teachers utilize PLC time to discuss and plan how to support English Learners in all classrooms. We have bilingual aides in the classroom to support the ELA and math teachers and assist the students where needed. During classroom observations, English Learners are participating in the classroom discussions. English Learners participate in small group activities to support the learning process.

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

Along with integrated ELD, designated ELD has been implemented for our English Learners who are still struggling with language and reading. All English Learners are enrolled in an ELD or ALD course to support the learning process and practice to pass the ELPAC. When building the master schedule ELD levels are taken into consideration and students are placed into the appropriate classes: SEI, ELD, and ALD.

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.

Provide:

Continue staff development on EL strategies that are effective across the curriculum to increase EL student success and increase EL levels.

Implement targeted ELD strategies across the curriculum to meet academic and linguistic needs to increase performance success.

Focus on targeted ELD strategies in PLC groups, classroom walk throughs, and include in teacher evaluation process to meet the academic and linguistic needs of EL students.

When planning teacher evaluations focus on EL strategies as the administrative goal for the teacher's key element.

Strengthen our ELAC participation, meeting frequency and richness to ensure stakeholder input in decision-making with regards to student academic and linguistic success.

Strengthen our review process for RFEPs through regular monitoring to ensure students maintain/increase their academic and linguistic successes.

Offer and implement an outside school hours tutoring program to offer student support outside the scheduled school hours to support students academic success.

Provide staff professional development on the ELPAC assessment and ALD/ELD Curriculum implementation.

Place all English Learners in an ELD/ALD curriculum to increase English language development skills and reclassification percentages.



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>We are using surveys from FUSD Family and Student survey Fall 2021 (Panorama)</p> <p>Parent Climate Survey (Panorama) Fall 2021 reports:</p> <ul style="list-style-type: none"> • 58 parents responded which resulted in a response rate of 6% • Learning Model: 53% of parents responded favorably which was the greatest area of increase. Parents responded that they are satisfied with the way learning is structured at Alder. • Parent Support: 60% of parent responded favorably which was the greatest area of decrease. Parents responded that they have not attended Back to School Nights, Open House, or Awards ceremonies. These events have been held virtually last year and this year. • Inclusion Efforts: 94% of parents responded favorably which was the highest percent and a 5% increase. <p>2021 Annual Social Emotional Student Fall 2021 Survey reports: 739 students responded which resulted in a response rate of 78%</p> <ul style="list-style-type: none"> • 81% of students responded most favorably to having a parent or teacher that supports them with 81%. • 72% of students responded that they were able to manage their emotions, thoughts, and behaviors in different situations. This percentage dropped 3 points from last year. • 45% of students responded they can succeed in achieving academic outcomes. This percentage increased 3 points from last year. • 45% of students responded they can regulate their emotions. <p>2021 Annual Student Climate Survey reports: 229 students responded which resulted in a response rate of 24%</p>

Analysis of Qualitative Data

- Attendance: 71% of students responded they have been absent from school for illness. This percentage increased from 55% in the Spring 2021 survey.
- Valuing of School: 51% of our student responded they felt school was interesting, important and useful. This percentage increased from 50% in the Spring 2021 survey.
- Sense of Belonging: 38% of our students felt that they are valued members of the community. This percentage increased from 37% in the Spring 2021 survey.
- School Safety: 55% of our students feel psychologically and physically safe at school. This percentage decreased from 67% in the Spring 2021 survey.

Informal surveys about teacher needs were conducted through PLC and ILT meetings. Teachers identified the following needs: training on curriculum and resources and professional development on Professional Learning Communities.

Classroom Observations

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

Informal classroom observations were conducted weekly. Blended learning, close reading, and collaborative lessons were the focuses of the informal classroom observations. Walkthrough data showed that teachers were implementing more technology based applications including curriculum based platforms, Kahoot, Nearpod, and utilizing TEAMS. Close Reading and collaborative lessons increased from the beginning to March. Teachers encouraged participation and increased engagement through collaborative and blended learning models.

Based on these observations, the focus will be providing continued support for teachers in increasing their skills in creating blended learning, collaborative, and close reading lessons. In addition, training will be offered to teachers to implement effective PLCs.

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)	When scheduling general education, intervention, and honors classes, we utilize Reading and Math MAPs results, SBAC ELA and Math results, Current grades in ELA and Math classes, and teacher input to offer needed interventions classes and place students at promise in the needed intervention classes.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	In review of the 21-22 data, ELPAC results and class grades are utilized in scheduling students in integrated, designated and SEI classes. Guidance Technician, EL Program coordinator, teachers and Administration collaborate on the final placement for EL students into ELD, ALD, and SEI classes to ensure students are accurately placed to achieve academic success according to their EL level. Moreover, The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students. Teachers need additional support to disaggregate data to properly support all EL students.
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.	The principal met with the persons responsible for each action to ensure that the actions and services were being implemented. Some actions were not implemented and others were modified to meet the current needs of students. The principal met with ELAC in March and reviewed the actions and services for EL students and the level of implementation. The principal met with School Site Council in December 2021, January 2022, and in April 2022 to formally review the progress and outcomes for each action and service. In April, School Site Council evaluated actions and services to determine which actions and services should be continued, modified, or discontinued. In April prior to the School Site Council meeting, ELAC met to review the actions and services and provide input for the actions and services for the 2022-23 school year.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	Recent ELPAC testing data, student grades, and other local data are used by the EL Site Monitor for all English language learners and RFEP students to ensure their needs are being met and academic progress is being made. State and Local data and classroom academic performance data are used to monitor implementation and progress toward meeting our EL program goals and addressing our low-achieving EL students and getting those students the supports and interventions they need to achieve academic and linguistic success and growth.

Identified Needs based on Findings:

Alder Middle School’s identified needs based on finding. We need to :

- Continue to train teachers in the utilization of the resources available to them in MAPs to modify and differentiate instruction to support all students and their needs to promote academic success.
- Continue to offer additional intervention classes in ELA and Mathematics to meet the needs of lower achieving students in these core subject areas.
- Continue to meet with the persons responsible to implement the actions and services.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	<p>Train teachers on how to:</p> <ul style="list-style-type: none"> • Utilize MAPs and CAASP data to assess student performance , • Utilize the features such as Spanish and differentiation in programs like Math techbook and Big Ideas to support low performing students, EL students, and SWD,
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Staffing and Professional Development

	<ul style="list-style-type: none"> • Supplement adopted curriculum with Math Tech book, Backwards plan to common assessment data/interim assessment block (IAB) /performance task (PT) to support all students and create interventions for the low performing students, • Utilize common assessment data/IAB /PT to identify where student performance needs to improve and work with PLC to devise a plan to increase student achievement, • Identify research-based instructional strategies that all teachers can utilize to address student need especially Low-achieving students, EL , and SWD to implement and increase student achievement n those student groups.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Common preps were given to teachers to utilize our district Math and ELA TOAs to create strategies, review assessments, collaborate to promote student achievement. Increased technology for teachers: extra monitors, upgraded laptops, and adaptors to make facilitation of online resources more manageable to them and their students from home during distance learning in order to promote student success.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Grade level/same subject teachers are given common preps to meet as a PLC to collaborate on common assessments, weekly synopsis, learning targets, and success criteria are used to engage students, increase student achievement, share strategies on common students who are succeeding and struggling to see how they can meet theirs needs and promote academic success.

Identified Needs based on Findings:

Alder Middle School’s identified needs based on finding:

- Train teachers on how to utilize MAPs and CAASP data to assess student data to guide instruction that will promote student success,
- Utilize the features such as Spanish and differentiation in programs like Math techbook and Big Ideas to engage and promote student accessibility to curriculum,
- Supplement adopted curriculum with Math Tech book, Backwards plan to common assessment data/interim assessment block (IAB) /performance task (PT) to increase student achievement,
- Use common assessment data/IAB /PT to identify where student performance needs to improve and create interventions and supports for low performing students,
- Identify research-based instructional strategies that all teachers will implement to address low performing students and increase academic success,
- Train teachers on the different online resources and applications available to successfully support students through distance learning, and
- Train teacher to identify and focus on the EL high impact teaching strategies to promote academic and linguistic growth and EL level movement.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Utilization of district pacing guides, teacher content synopses and class outlines that align with the California State Standards. To aid in meeting these standards teachers continue to implement the Study-Sync curriculum and additional English Language Arts honors courses. We are working in Professional Learning Communities (PLCs) to streamline our processes in reading, writing, research, and listening and speaking. Within the PLC teams we develop common assessments and collaborate on Response to Intervention. We implement our curriculum with fidelity using teacher clarity, clearly stating learning targets and success criteria. In math, we utilize various curriculum materials such as, IReady,
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Teaching and Learning

	<p>Math Techbook with supplements, and Big Ideas. In Science, teachers utilize Prentice Hall and Discovery Education Science Techbook. In Social Studies, with theme based Units, teachers use TCI History Alive! Backward planning is used to align curriculum to content and performance standards. 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>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>The following are standards-based instructional materials that are available to all students: Study-Sync, IReady, Math Techbook and Big Ideas, and utilizing features such as Spanish and differentiation in these programs. In Science and Social Studies, Discovery Education and TCI use a blended learning curriculum to meet state standards. Instructional materials include, but are not limited to, textbooks, workbooks, laptops with stylus, nearpod, edpuzzle, flipgrid, and padlet. All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p>

Identified Needs based on Findings:

Identified needs based on findings:

- Acquire needed Teacher supplemental materials and resources in all subject areas that engage students and increase their understanding of content through differentiated instruction to promote academic success, increase literacy skills, and support lower achieving students,
- Train teachers, students, and families in instructional technologies needed to promote student success,
- Continue writing across the curriculum in all content areas to increase reading and writing skills for all students,
- Implement IReady schoolwide in math to individualized approach to identify gaps in student learning,
- Train teachers on the utilization of MAPs and CAASPP data to aid in differentiated instruction to support low achieving students,
- Train teachers to utilize the features such as Spanish and differentiation in programs in Math Techbook and Big Ideas, and Studysync to support EL students in academic and linguistic needs,
- Utilize common assessments data to identify where student performance needs to improve,
- PLCs need to identify research-based instructional strategies that all teachers will implement to address low achieving student needs,
- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student achievement in content standards.
- Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students,
- Build expertise in teachers in creating learning targets and success criteria to support and articulate expectations to all students.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>At Alder Middle School there are services provided by the regular program that enable underperforming students to meet the standards. If students are not experiencing success in any class, teachers use various strategies, including adjusting or modifying assignments, providing on-going individual and small group tutoring before school, at lunch and break, and after school support and tutoring to underachieving students to increase student achievement, If underperforming students need extra support they receive assistance during student support time. All students receive Tier 1 PBIS supports, while PBIS Tier 2</p>
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Opportunity and Equal Educational Access

and 3 supports promote a safe and positive learning environment for at promise students. The use of common formative assessments and the data received from them allow grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students. Small group instruction and breakout rooms allow teachers to focus on specific academic needs of all students.

In ELA and Math Instructional Support Teachers are provided to identify the deficiencies in underperforming students and increase their academic readiness in those subject areas (Math 180 and Read 180). In our general education population Alder uses school wide AVID strategies where teachers also employ these strategies that help students learn how to: take notes, organized and planned, monitor, and check their grades, Alder is piloting IReady in Math to explore a more individualized approach to pick up gaps in student learning. Intervention classes in all grade levels in math were added to the master schedule to support those at promise students.

For our EL students we have Bilingual aides to assist teachers and support the needs of RFEP EL students to promote academic and linguistic needs in core subjects. Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score. Programs such as ALD, ELD, SEI are used to engage students and provide leveled practice to ensure academic and linguistic growth.

Special Education Students receive instruction based on their Individual Educational Plan (IEP). SpEd aides are utilized to assist teachers and support the needs of SWD to promote academic needs in core subjects this had been maintained through distance learning. We offer multi-level services to students to ensure more flexibility and provide them with the least restrictive environment. However, due to COVID-19, some of the services have changed as there has been a need to implement distance learning; in the event, we return, these services will be adjusted to ensure students are successful. SDC classes are offered where teachers can support and accommodate each student with their learning disability. At Alder we follow the inclusion model, teachers, with the assistance of SpEd aides, support and accommodate low performing students while following their IEP.

If students are suffering from socio-emotional stresses that affect their academic successes, Alder counselors support students with resources and district resources to assist in the balance of life and academics. Alder works with the FUSD's MTSS (Multi Tiered System of Supports) to offer student mental health services to at promise students.

Teacher professional development is offered to teachers to better support underperforming students. All Alder teachers are fully credentialed. New teachers utilize the FUSD Induction Mentor Support Program to assist in clearing their teaching credentials. If through classroom walk throughs and teacher observations, a teacher is found to not be meeting district and school expectations, the Principal utilizes the districts Peer Assistance Review to allow the teacher to revitalize their teaching strategies to support students.

Summer bridge program is offered to invite incoming 6th and 7th grade students that have a history of underperforming.

- Students that complete the program receive an opportunity to close the achievement gap and meet the standard
- Program focuses on math and English language arts skills to support students in areas they struggled in based on MAPs and SBAC scores

Opportunity and Equal Educational Access

<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>89.5% of Alder students are Socioeconomically Disadvantaged and this affects our student groups.</p> <p>Lack of Attendance is a root cause for the disparities in achievement in our student groups. Our All Student Group has 13.1 percent chronic absenteeism. Data represents 1,037 students.</p> <ul style="list-style-type: none"> • Data indicates that 13.2% of our 280 English Language Learners are chronically absent. • 23.7 % of our SWD are chronically absent. <p>Data indicates that Chronic Absenteeism among out ethnic student groups are as follows:</p> <ul style="list-style-type: none"> • 21.7% of our 69 African American students, • 12.1% of our 1,054 Hispanic students, and • 24.5% of our 49 Caucasian students. <p>Increases in absenteeism among these student groups enable staff to support students and families in interventions, PBIS Tier 2 and 3 CICO (Check-In Check-Out) supports, calls to home, home visits and educating families on the correlation between student academic success and attendance. We need to develop reciprocal partnerships between families, children, teachers, and schools. The achievement of all students is encouraged and supported at home and school. There is a need to create a more welcoming environment for parents and to create workshops to teach parents how to learn more about technology, programs, and curriculum so they feel a part of the school community.</p> <p>We need students to want to come to school. There is a need to select curricula and use teaching practices that are developmentally and culturally appropriate for working with African American Students. With English language learners, we need to provide more focused vocabulary instruction that promotes high-frequency vocabulary learning via the content areas. Additionally, there is a need to develop concentrated lessons that build on EL strengths (receptive skills--listening and productive skills--speaking) and reinforce and develop their writing and reading skills.</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 actions and services that are being implemented are meeting students needs. However, some actions were not able to be implemented due to student attendance. The number of EL students re-designated has surpassed the previous year's rate.</p> <p>The following actions/services were effective in supporting ALL students and fully implemented:</p> <ul style="list-style-type: none"> • The use of common formative assessments and the data received from them allow grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students. • Small group instruction and breakout rooms allow teachers to focus on specific academic needs of all students. • Differentiated instruction and provided blended learning through instructional technology and additional printing services. • Offered enrichment opportunities in literacy and STEM-related fields by providing hourly time and purchasing instructional materials • Provided tutoring and extended learning opportunities after School.

Opportunity and Equal Educational Access

- Utilized Bilingual aides to assist teachers and support the needs of RFEP EL students to promote academic and linguistic needs in core subjects.
- Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score.
- Provided programs such as ALD, ELD, SEI are used to engage students and provide leveled practice to ensure academic and linguistic growth.
- Teachers use various strategies, including adjusting or modifying assignments, providing on-going individual and small group tutoring.
- All students receive Tier 1 PBIS supports, while PBIS Tier 2 and 3 supports promote a safe and positive learning environment for at promise students.

Identified Needs based on Findings:

Although we have implemented a variety of programs and strategies, we need to develop and implement a program that meets the needs of our SWD, ELs, Hispanics and African American students as this has been an ongoing gap in past years. PLCs need to address EL language and academic needs. Based on the data, there is a need for us to provide additional support for these students. We can:

- provide training for ALD/ELD teachers to support English Language learners in academic and linguistic areas to ensure academic success
- provide training for teachers on equity and diversity to update their strategies for teaching students who are: African American, Hispanic, and students who have special needs to create a feeling of inclusion,
- provide accessible tutoring for all student groups to support students with academic challenges after scheduled school hours,
- use state and local assessment data, PLC findings, and student grades, offer more enrichment and intervention classes to the Master Schedule,
- increase parent involvement and create a community outreach protocol to support the tiered system of interventions that can help decrease chronic absenteeism, and
- strengthen PBIS Tier 1-3 supports and continue to create a safe learning environment for students.

Parental Engagement

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

There were 8 virtual parent workshops with the following topics to support social emotional and academic learning at home.

Alder has implemented many programs to help their families: The Outreach Community Liaison and Community Aide provide resources to families; Technology resources, attendance resources, and counseling resources. Parents have access to Parent Q connect for academic progress and the school website for events and resources. Virtual tutoring through Paper Education also offered to all families. Alder has a School Site Council and an ELAC.

Student planners have been used each year to keep parents informed about student academic needs and upcoming assignments. Student planners have also been used as a form of communication between the teacher and the parent.

Parental Engagement

Identified Needs based on Findings:

Alder Middle school parent/family engagement needs are as follows:

- Promote SSC and ELAC opportunities to collaborate with school site on evaluation and decision-making with regards to their student,
- Provide workshops on accesses and utilizing district systems- PBIS, Q parent connect, grading policy, and district resources to empower parents on accessing student information,
- Increase parent/family participation in their student’s education by fostering attendance at school activities and meetings, toward building a sense of community,
- Continue to provide workshops for parents in technology, curriculum, parenting, attendance, discipline, college and career planning to empower and engage them,
- Continue offering students planners for communication between the teacher and the parent.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	Alder Middle School utilized Sup C and general funds to address academic, social and emotional, and college and career needs of our students. To meet the needs of our underperforming students, Alder Middle School purchased large screen TVs to provide visual access to students.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Alder Middle School utilized Title I funding to address the achievement gaps in math and language arts by providing professional development on PLCs and time for teachers to meet to implement the PLC process, tutoring in ELA and Math, supplemental materials and resources, and Advancement via Individual Determination (AVID) PD, EL Site Monitor extra hours.

Identified Needs based on Findings:

Alder middle school’s funding needs are as follows:

- Provide parent workshops to train and educate regarding technology.
- Continue to provide PLC training and time for teachers to implement the PLC process.
- Provide professional development in research based instructional strategies to help support the needs of underperforming students
- Provide more parent workshops to allow parents to support their students and increase student achievement.
- Create after school academic enrichment opportunities for all students to support underperforming students after scheduled school hours.
- Increase the promotion of PBIS to support a safe and enriching school environment that promotes learning for all students.

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.	<p>In April, SSC conducted progress monitoring on the SPSA actions and services. Minimal actions and services were partially implemented due to changing needs.</p> <p>In April, SSC, with the input of ELAC, determined which actions and services to continue, modify, or discontinue based on current needs and the anticipated data of students. SSC and ELAC decided to continue most actions and services.</p> <p>In May, SSC approved the 2022-23 SPSA.</p>
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Stakeholder Involvement	
Identified Needs based on Findings: Needs for stakeholder involvement are as follows: <ul style="list-style-type: none">• School Site Council and ELAC need to meet more often and with fidelity to offer feedback and collaborate with school site on decision-making,• Support the EL Community by taking an active role in promoting, creating, and sustaining a school ELAC committee.• Encourage more parent support and involvement in the monitoring of student progress, program development, budget item proposals, and English language and academic acquisition for our English language,	

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>	<ul style="list-style-type: none"> • Provide target differentiated small group instruction in classes to meet the needs of all students and to promote increase achievement, • Provide opportunities for all students to engage in rigorous course work focused on close reading to increase student achievement, • Utilize ILT to build grade level capacity through PLC time and whole group professional development to analyze data to drive curriculum to increase student achievement, • PLCs will meet bi-monthly through the year and create common curriculum, assessments, analyze data, and determine best practice for all student groups, • Engage in walkthroughs to identify evidence of implementation, to modify the course of the professional development and PLC content. • TOAs in ELA, Math, and EL will provide coaching to teachers to provide opportunities for all students to meet their academic needs, • Provide professional development in educational technology for teachers to aid in enhancing and differentiating instructional practices to for all student groups, • Continue to provide Tier 1-3 PBIS academic and attendance interventions to support at promise student groups. 	<ul style="list-style-type: none"> • Target differentiated small group instruction in classes (Daily, August -May) • Close Reading (Daily, August -May) • ILT and PLC meetings (Monthly, August - May) • PLC meeting (Bi-Monthly, August-May) • Classroom walkthroughs (Weekly, August-May) • TOA teacher coaching (Weekly, August-May) • Educational Technology training for teachers (Monthly, August-May) • PBIS Tier 1-3 Academic and attendance interventions (Daily, August-May)
<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</p>	<ul style="list-style-type: none"> • Provide differentiated instruction to meet students' needs in all content areas. • Provide a MESA (Mathematics Engineering Science Achievement) enrichment course to support student development of critical thinking and problem solving skills. • Provide field trips for hands on learning experiences and student engagement. • Provide a dance and music program to increase VAPA standards. 	<ul style="list-style-type: none"> • Differentiated Instruction (Daily, August -May) • MESA (Daily, August-May)

<p>courses necessary to provide a well-rounded education</p>		<ul style="list-style-type: none"> • Fieldtrips - 1 per semester • Dance and Music Program (Daily, August-May)
<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>	<ul style="list-style-type: none"> • Provide additional academic support in extended learning opportunities for students who are struggling to meet the standards • Have weekly PLC meetings to work on common curriculum, assessments, analyze data, and determine best practice to help at promise students meet the State Standards, • Provide supplemental curriculum such as Read180, iReady, ELD to assist struggling learners in meeting State Standards, • Support EL 1 and EL 2 with the assistance of bilingual aides for the purpose of increasing student achievement and meeting State standards, • Provide additional Teacher hourly to monitor English Learner's progress and if necessary, discuss interventions with students, parents and teacher, • Provide resources for our most at-promise students through our guidance counselors, Climate & Culture coach, and Community Outreach Liaison • Provide professional development on strategies to increase student's academic language during designated EL instruction to increase student achievement. 	<ul style="list-style-type: none"> • Provide extended learning opportunities (January- March) • PLC meeting (Weekly, August-May) • Provide supplemental curriculum (Daily, August -May) • Bilingual Aides (Daily, August-May) • Monitoring EL learning progress (Weekly, August -May) • Provide resources for our most at-promise students (Daily, August -May) • EL PD Quarterly

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)	-28.6	>= -13.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-85.7	>= -70.7
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.17	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.41	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> CAASPP, MAP, and ELPAC data indicate a need to improve reading comprehension in all subject areas. Parent and Student Survey data indicates students need academic achievement awards to recognize improvement in all content areas and celebrate student successes. Based on Engagement Data, students need support transitioning from elementary to middle school. Parent Survey indicate a need to provide evidence-based parent workshops that support student learning.
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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
1A: Function as Professional Learning Communities to unpack standards, design	Teacher survey PLC Agendas	All students	ILT Members PLC Leads	54738	

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>lessons, and create assessments to increase student achievement and reduce Ds and Fs</p> <p>Associated costs</p> <ul style="list-style-type: none"> • Substitute Coverage • Printing • PD/Teacher Resources/Books • Certificated Hourly • Travel/Conferences/Workshops and related costs • Consultant Fees 	<p>CFAs D/F rate iReady Scores Diagnostic Comparison</p>				
<p>1B: Develop evidenced-based parent workshops and community engagement that focus on supporting students and families with supporting their students' academic achievement, building literacy, and mathematical competency.</p> <p>Associated costs</p> <ul style="list-style-type: none"> • Contracted services and related materials • Classified Hourly • Certificated Hourly • Instructional supplies/resources 	Participant survey	All Students - particularly those at promise	<p>ILT leaders PLC leaders Community Outreach Liaison Community Aide</p>	4700	
<p>1C: Promote school connectedness by recognizing student achievements, providing PBIS and student leadership programs.</p> <p>Associated costs</p> <ul style="list-style-type: none"> • Awards, Medals • Certificates • Prizes (pencils, educational related) • Printing 	<p>Parent Survey Student Survey Grades Comparison Data (Q1, S1)</p>	All Students	<p>Counselors PBIS Tier 1-3 Coaches WEB/REN Advisors</p>	4000	11229

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"> Supplementary Materials/Software for Site Created Awards Travel/Conference/Workshops and related costs PBIS Store: T-shirts, sweatshirts, hats and other school memorabilia Student conferences, Fieldtrips, entrance fees, transportation Consultant Fees 					
<p>1D: Provide Opportunities for students to engage in AVID, enrichment programs and exposure to colleges, technical trades, and careers.</p> <p>Associated costs</p> <ul style="list-style-type: none"> Institutes, Travel Conference and related costs AVID/GATE Coordinators Membership related costs College Tutors Resources, instructional materials, and organizational supplies Field Trips and related costs Transportation Substitute cost 	Student grades Student Survey	All Students	AVID Coordinators AVID teachers Counselors GATE Coordinator	2532.73	11,000
<p>1E: Promote parent involvement and parent/teacher communication.</p> <ul style="list-style-type: none"> Resources, materials, and organizational supplies Student Planners 	Parent Survey Teacher Survey	All Students	Teachers Admin	6115.89	

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
1F: Increase access to engaging text to increase reading achievement. Associated Costs: <ul style="list-style-type: none"> Library books (digital and hardcover) and magazines/subscriptions (school library and classroom libraries) Organizational Supplies 	Student Survey iReady Scores Diagnostic Comparison	All Students	Library Specialist	5000	
Total Estimated Cost for This Goal:				77,086.62	22,229

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: English Learners will demonstrate improved academic growth and achievement in reading comprehension.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-51.5	>= -36.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-108.5	>= -93.5
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.15	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.27	>= 0

Identified Need(s):	<p>Smarter Balance and MAPS assessments show that</p> <ul style="list-style-type: none"> • EL students need to improve their reading comprehension skills. • EL students need support in Reading and Mathematics to strengthen their reading comprehension to increase student achievement in core content 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
1a. 1: Provide PD to teachers on strategies to increase students' reading comprehension skills during English Learner instruction Expenditures: <ul style="list-style-type: none"> • Supplemental printing • Travel/Conference and related costs 	Student Grades Teacher survey iReady Scores Diagnostic Comparison	Level 1-4 English language learners	EL TOA Teachers EL site Monitor	3179.38	7000

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"> • Teacher resources and materials • Certificated and classified hourly • Sub coverage 					
Total Estimated Cost for This Goal:				3,179.38	7,000

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: English Learners will demonstrate English language proficiency growth in reading comprehension and receptive language.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	37.2%	>= 40.2%

Identified Need(s):	<p>ELPAC assessments show that</p> <ul style="list-style-type: none"> English Learners need opportunities to practice reading strategies that focus on receptive language to support reading comprehension.
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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: Monitor English Learners' and Reclassified Students' data and academic progress to identify and inform interventions as needed. Associated Costs: Teacher Hourly	Grades	Level 1-4 English Learners	EL TOA Teachers EL Site Monitor		5000
1b2: Utilize small group instruction and engaging learning activities to improve students' academic language. Associated Costs: <ul style="list-style-type: none"> contracted services small group seating/furniture organizational supplies 	Grades Walkthroughs	Level 1-4 English Learners	EL TOA Teachers EL Site Monitor		6000

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"> • instructional materials • PD to support small group instruction implementation 					
Total Estimated Cost for This Goal:					11,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1: New Action 1G: Provide Extended Learning Opportunities/Tutoring in mathematics and English Language Arts to increase academic proficiency.</p> <p>Associated costs</p> <ul style="list-style-type: none"> • Instructional resources and printing • Certificated/Classified Hourly 	All Students - particularly those at promise	10,000	Admin Teachers
<p>Goal 1: New Action 1H: Before/Afterschool Intervention</p> <p>Associated Costs:</p> <ul style="list-style-type: none"> • Contracted Services 	All	\$8,000	Admin Teachers
Goal 1a: Classified additional hourly to provide translation services	El parents and students	\$3,840	Admin
<p>Goal 1: New Action 1I: Support student achievements and academic growth through PD focused on differentiated instruction, literacy, mathematics, reading comprehension and language development across the curriculum, blended learning and use of digital resources.</p> <p>Associated costs</p> <ul style="list-style-type: none"> • PD resources and books • Certificated Hourly • Substitutes • Printing Materials • Travel/Conferences/Workshops and related costs • Instructional Technology/TVs 	All Students	\$20,000	Admin PLC leads ILT leaders Teachers TOAs Counselors
<p>Goal 1: New Action 1J: Provide Summer Bridge extended learning opportunity to address skill deficits and learning loss in efforts to close the</p>	All	10,000	Teachers Counselors Admin Summer Bridge Coordinator

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
achievement gap. Associated costs <ul style="list-style-type: none"> • Summer Bridge Coordinator • Certificated and Classified Additional Hourly <ul style="list-style-type: none"> • Instructional Materials • Printing 			
Goal 1: 1K: Provide Other Means of Correction Implementation (OMOC) Academic Block to decrease Ds & Fs Associated Costs <ul style="list-style-type: none"> • Certificated hourly 	All	50,000	Admin Teachers Discipline Clerk
2021-22 carryover Action for purchase that could not be filled by the Vendor prior to June 30, 2022 Increase access to engaging text to increase reading achievement. Associated Costs: <ul style="list-style-type: none"> • Library books (digital and hardcover) and magazines/subscriptions (school library and classroom libraries) • Organizational Supplies 	All	20,000	Admin Library Specialist
Increase Amount: 1A: Function as Professional Learning Communities to unpack standards, design lessons, and create assessments to increase student achievement and reduce Ds and Fs Associated costs <ul style="list-style-type: none"> • Substitute Coverage • Printing • PD/Teacher Resources/Books • Certificated Hourly • Travel/Conferences/Workshops and 	All	100,000	ILT Members PLC Leads

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
related costs <ul style="list-style-type: none"> • Consultant Fees 			
Increase Amount 1C: Promote school connectedness by recognizing student achievements, providing PBIS and student leadership programs. Associated costs <ul style="list-style-type: none"> • Awards, Medals • Certificates • Prizes (pencils, educational related) • Printing • Supplementary Materials/Software for Site Created Awards Site Created Awards <ul style="list-style-type: none"> • Travel/Conference/Workshops and related costs • PBIS Store: T-shirts, sweatshirts, hats and other school memorabilia • Student conferences, Fieldtrips, entrance fees, transportation • Consultant Fees 	All	20,000	Counselors PBIS Tier 1-3 Coaches WEB/REN Advisors
Increase Amount 1D: Provide Opportunities for students to engage in AVID, enrichment programs and exposure to colleges, technical trades, and careers. Associated costs <ul style="list-style-type: none"> • Institutes, Travel Conference and related costs • AVID/GATE Coordinators • Membership related costs • College Tutors • Resources, instructional materials, and organizational supplies organizational supplies <ul style="list-style-type: none"> • Field Trips and related costs • Transportation • Substitute cost 	All	20,000	AVID Coordinators AVID teachers Counselors GATE Coordinator

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Increase Amount 1a. 1: Provide PD to teachers on strategies to increase students' reading comprehension skills during English Learner instruction Expenditures: <ul style="list-style-type: none"> • Supplemental printing • Travel/Conference and related costs • Teacher resources and materials • Certificated and classified hourly • Sub coverage 	Level 1-4 English language learners	10,000	EL TOA Teachers EL site Monitor
Increase Amount 1b2: Utilize small group instruction and engaging learning activities to improve students' academic language. Associated Costs: <ul style="list-style-type: none"> • contracted services • small group seating/furniture • organizational supplies • instructional materials • PD to support small group instruction implementation 	Level 1-4 English language learners	20,000	EL TOA Teachers EL site Monitor
1I: Provide Other Means of Correction Implementation (OMOC) Academic Block to decrease Ds & Fs • Certificated hourly			

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.	80,266
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).	3,529
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)	40,229
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		120,495
Total amount of state funds spent (SUPC)		40,229
Total amount of federal funds spent (Title I)		80,266
Total amount of state and federal funds spent		120,495
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
Melissa Weber	Principal	Not-Applicable	Not-Applicable	1
Janie Garcia	Classroom Teacher	2 Year	May 2022	1
Lidia Badillo	Classroom Teacher	2 Years	May 2023	1
Cecilia Balladares	Classroom Teacher	2 Years	May 2023	1
Matthew MacFarlane	Classroom Teacher	2 Years	May 2023	1
Rosa Loera	Other Staff Member	2 Years	May 2023	1
Jennifer Cardenas	Parent	2 Years	May 2023	1
Stephanie James	Parent	2 Years	May 2023	1
Ivette Ortiz	Parent	2 Years	May 2023	1
Mia Bella Arrieta	Student Member	1 Year	May 2022	1
Darla Ricarte	Student Member	1 Year	May 2022	1
Elaine Torres	Student Member	1 Year	May 2022	1


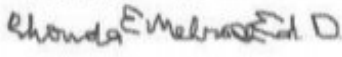
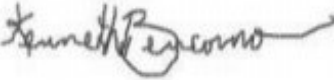
RECOMMENDATIONS AND ASSURANCES

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
	Special Education Advisory Committee
	Other: Assistant Principal 5/3/2022

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 3, 2022.

Attested:

	Principal, Melissa Weber on 5/3/2022
	SSC Chairperson, Lidia Badillo on 5/3/2022