

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Almeria Middle School 36-67710-6108054		SSC Approval Date: May 12, 2022
School Address	7723 Almeria Avenue, Fontana, CA 92336336		Local Governing Board Approval Date: Pending Board Approval June 8, 2022  Original
Name of Principal		Phone # and Email	909-357-5350, Felix.Jones@fusd.net
Name of SSC Chairperson		Phone # and Email	714-624-7540, elainekirksey@yahoo.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Almeria Middle School is committed to raising student achievement by meeting the personal, social and academic needs of students. We wholeheartedly believe that by implementing common core state standards while implementing our school wide instructional foci, we will enable students to “Learn Today for Success Tomorrow.”

We, the Almeria Middle School Learning Community, believe in:

- Establishing a safe, clean, respectful and nurturing environment for all students and staff
- Offering a positive atmosphere where every student has the opportunity to learn
- Providing a rigorous, standards-based curriculum
- Assessing academic growth through the mastery of Common Core State Standards
- Creating a strong parent-teacher partnership in each child’s education
- Teaching our students personal responsibility and traits of success
- Preparing our students for the transition into high school and beyond
- Developing effective communication within our school, between school and home and with our community
- Recognizing our students for excellence and positive choices
- Establishing intervention programs to meet the individual needs of every student

### SCHOOL AND COMMUNITY PROFILE

Almeria Middle School focuses on meeting the individual needs of each student academically, emotionally and socially. The school emphasizes parent participation and support in the learning process. Administrators, staff and parents share the vision and commitment that every child at Almeria Middle School will learn and be prepared to experience success in high school.

Almeria Middle School (AMS) is located in North Fontana and serves approximately 754 students in grades 6-8. The student population at Almeria is comprised primarily of Hispanic (83.2%), Black/Non-Hispanic (7.2%) and White (4.0%) students. In addition, Almeria’s population consists of English Language Learners (24.7%), Students with Disabilities (14.6%) and students who are socioeconomically disadvantaged (85%). All of Almeria’s teachers are considered Highly Qualified.

Almeria’s facilities include a mix of both permanent and temporary class structures. In addition to a gymnasium, a multi-purpose room and a library, Almeria has band/choir facilities, science and computer labs. As of 2014-2015, Almeria has a fully functioning Boys’ and Girls’ Club on its campus and has a Parent Center staffed with two staff members. Almeria’s classrooms are outfitted with student computers, wireless internet access, TVs, document cameras and projectors.

### SPSA HIGHLIGHTS

## SCHOOL BACKGROUND

(bullet points)

- Student proficiency in ELA increased while Math decreased and/or maintained at all grade levels. Differentiated instruction provided to targeted students.
- PBIS implemented to promote positive behavior, increase attendance, increase in a sense of belonging and an increase academic growth through school-wide incentive program.
- Leader in Me (Year 2) continued to focus on leadership, culture and academics to develop leadership skills in every student.
- Common teacher collaboration time used for planning, data analysis, and sharing of best practices.
- Common assessment data used regularly for planning reteach and review of specific skills.
- Student success recognized and encouraged through various programs (Renaissance Program, PBIS, Award Programs)
- Parent and community partnerships promoted through various events, programs and workshops.

INCREASED OR IMPROVED SERVICES  
(bullet points)

- Our Instructional Leadership Team meet consistently and led PLCs regularly to improve teaching practices and student learning.
- PLC teams set specific Smart Goals to measure student and team success.
- EL Learners are given targeted support to help with ELPI growth.
- PLC teams continued work on Teacher Clarity; focusing on Learning Targets and Success Criteria and checking for understanding and monitoring progress towards Learning Targets.
- PBIS implemented and reviewed.

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
<b>754</b>	<b>85.0</b>	<b>24.7</b>	<b>1.7</b>

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	186	24.7
Foster Youth	13	1.7
Homeless	6	0.8
Socioeconomically Disadvantaged	641	85.0
Students with Disabilities	110	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	7.2
American Indian or Alaska Native	1	0.1
Asian	13	1.7
Filipino	16	2.1
Hispanic	627	83.2
Two or More Races	11	1.5
Native Hawaiian or Pacific Islander	2	0.3
White	30	4.0

**These data points indicate:**

1. Almeria's data indicates that 85% of our students are considered Socioeconomically Disadvantaged. Students who are identified as socioeconomically disadvantaged may meet any of several criteria including qualifying for free or reduced priced meals or having parents and/or guardians who did not receive a high school diploma. This data suggests a need to offer more parenting workshops and support so that they can successfully navigate the school system and help their student succeed.
2. The data suggests that 1/4 of our school population (EL's at 24.7% and SWD at 14.6%) are in high-risk groups. This suggests a need for additional focus and targeted support to help them achieve academic success.

## 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



Orange

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Green

**These data points indicate:**

1. The data indicates that Almeria students continue to perform better in English Language Arts (yellow) compared to Mathematics (orange).
2. The suspension indicator is green demonstrating that Almeria is making progress in this area. We believe this is due to Almeria's PBIS Program, Restorative Circles and Peer Court.
3. Chronic absenteeism is orange and continues to be problematic at Almeria.

## School and Student Performance Data

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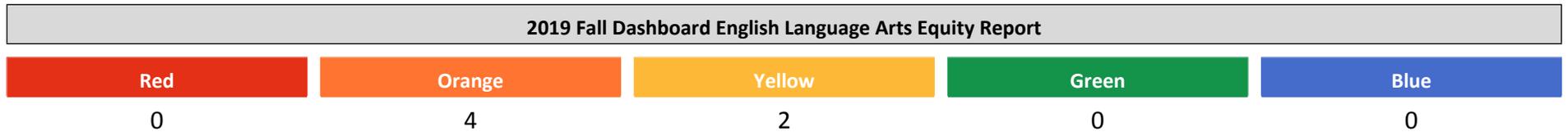
A review of the following data informs the comprehensive needs assessment.

### 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 38.5 points below standard Increased ++3 points 779	 Orange 67 points below standard Maintained -2.8 points 253	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 44.1 points below standard Maintained ++2.9 points 659	 Orange 118.9 points below standard Increased Significantly ++23.1 points 104

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>Yellow</p> <p>42.7 points below standard</p> <p>Increased ++6.8 points</p> <p>62</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p>34.4 points above standard</p> <p>Declined -6.7 points</p> <p>18</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>24.3 points above standard</p> <p>Declined Significantly -30.1 points</p> <p>12</p>
<p><b>Hispanic</b></p>  <p>Yellow</p> <p>42.4 points below standard</p> <p>Increased ++4.2 points</p> <p>624</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>21.9 points below standard</p> <p>Declined Significantly -26.6 points</p> <p>15</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>White</b></p>  <p>Orange</p> <p>24.1 points below standard</p> <p>Maintained -2.2 points</p> <p>44</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><b>Current English Learner</b></p> <p>113.9 points below standard</p> <p>Increased ++7.9 points</p> <p>131</p>	<p><b>Reclassified English Learners</b></p> <p>16.7 points below standard</p> <p>Declined -4.4 points</p> <p>122</p>	<p><b>English Only</b></p> <p>37.5 points below standard</p> <p>Maintained ++2.9 points</p> <p>445</p>

**These data points indicate:**

- Almeria's data indicates that ELA (All Students) continues to make steady progress in reaching 0 points below standard (2017: 60 points below; 2018: 41.5 points below; 2019: 38.5 points below).

2. Almeria's current English Learners increased by 7.9 points, however they are still significantly below standard at 113.9 points compared to All Students at 38.5 points. The achievement gap between these two groups is narrowing, but there is still need for additional support to narrow the gap even further. Reclassified English Learners declined by 4.4 points although they are only at 16.7 points below standard. The achievement gap for Students with Disabilities is narrowing with an increase of 23.1 points as compared to all students who increased 3 points, but students with disabilities are still low performing and need additional support.
3. Student subgroups of English Learners, Socioeconomically Disadvantaged and White students maintained their performance, while Students with Disabilities increased by 23.1 points.

## 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)]

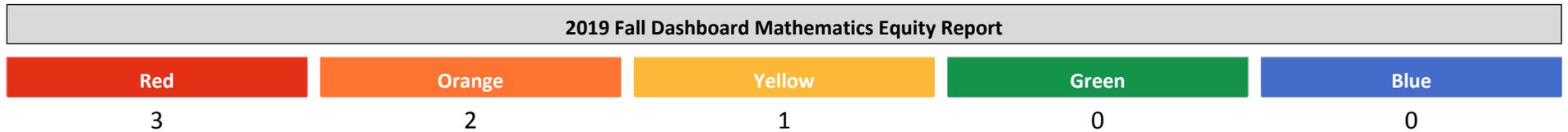
A review of the following data informs the comprehensive needs assessment.

### 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**

  
 Orange

81.9 points below standard

Maintained ++0.4 points

778

**English Learners**

  
 Red

110.5 points below standard

Declined -12.3 points

253

**Foster Youth**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

**Homeless**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

**Socioeconomically Disadvantaged**

  
 Orange

89 points below standard

Maintained 0 points

658

**Students with Disabilities**

  
 Red

179.6 points below standard

Maintained ++2.1 points

104

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 104.8 points below standard Declined -12.2 points 62	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 25.6 points above standard Declined Significantly -29.1 points 18	 No Performance Color 2.1 points above standard Declined Significantly -29.3 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 85.5 points below standard Increased ++3.6 points 623	 No Performance Color 66.9 points below standard Declined Significantly -34.3 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 68.5 points below standard Declined -7.4 points 44

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
151.5 points below standard Declined -10.1 points 131	66.3 points below standard Declined -7 points 122	78.9 points below standard Increased ++6.2 points 444

**These data points indicate:**

- Almeria's data indicates that 2018 saw a gain (82.3 points below standard) from 96.2 points below standard in 2017, however, 2019 was a flatline year and maintained with a gain of 0.4 points.

2. Almeria's current English Learners and Reclassified English Learners both declined (EL's -10.1 points) (REL's -7 points). Overall the English Learner student group declined 12.3 points from standard, increasing to 110.5 points below standard. African American students declined by 12.2 points from standard, increasing to 104.8 points below standards. In comparison to the All Students group at 81.9 points below standard, the achievement gap is not closing in math.

## School and Student Performance Data

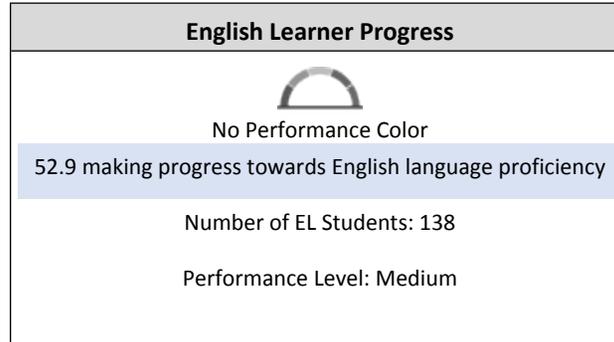
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A review of the following data informs the comprehensive needs assessment.

### 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
17.3	29.7	5.7	47.1

#### These data points indicate:

1. This data indicates that 52.9% of English Learners are making progress in their ELPI levels. At the same time, 47.1% are not making progress.
2. Further examination of Summative ELPAC data at all grade levels shows that students are performing better in oral language vs. written language. The data also indicates that Almeria (52.9% making progress) is a little higher than the state average of 48.3%.

3. Closer examination of each grade level shows a decline in the writing domain (6th - 9%; 7th - 2%; 8th 0%). This suggests a need for making sure that writing is happening across all curriculum areas.

## School and Student Performance Data

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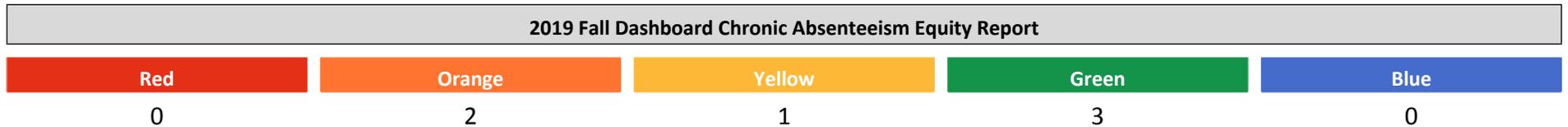
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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

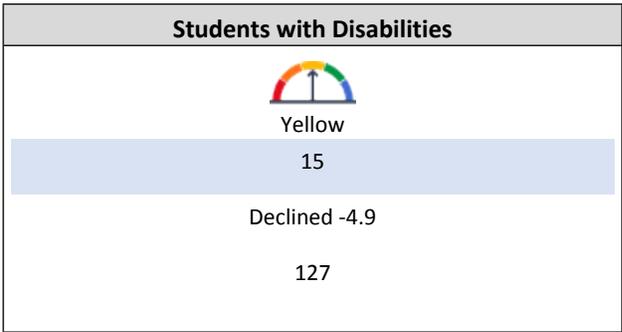
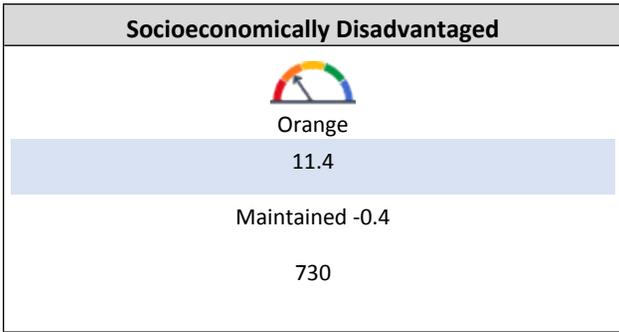
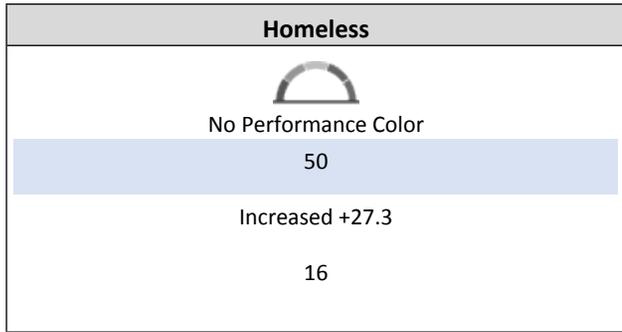
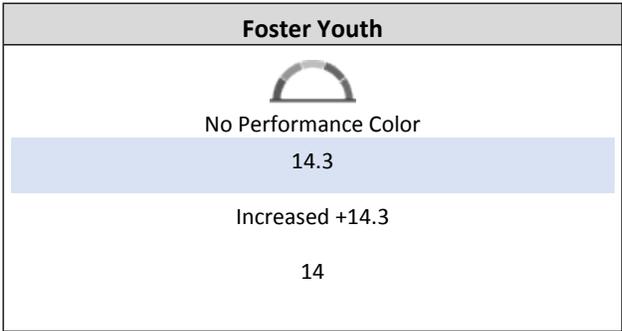
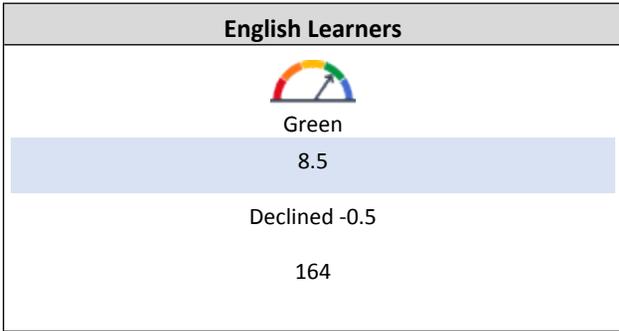
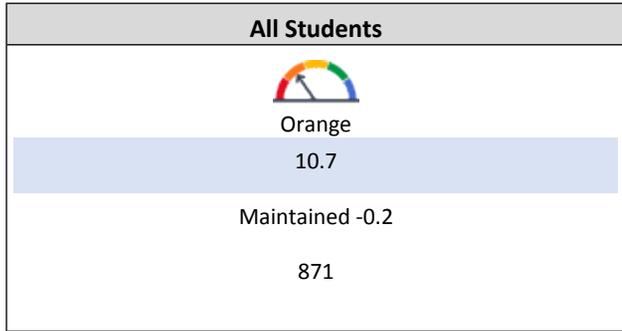


This section provides number of student groups in each color.



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

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 9.9 Declined -11.2 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 19	 No Performance Color 7.1 Increased +7.1 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.2 Increased +1.1 685	 No Performance Color 11.1 Increased +4.9 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 8 Declined -4 50

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	786	117	15.0
Female	360	44	12.4
Male	426	73	17.2
American Indian or Alaska Native	1	0	0.0
Asian	13	3	23.1
Black or African American	54	10	18.5
Filipino	16	1	6.3
Hispanic or Latino	659	96	14.7
Native Hawaiian or Pacific Islander	2	1	50.0
Two or More Races	11	3	27.3
White	30	3	10.0
English Learners	201	37	18.8
Foster Youth	15	2	13.3
Homeless	12	4	33.3
Socioeconomically Disadvantaged	667	104	15.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	118	31	26.7

**These data points indicate:**

1. The data suggests that the pandemic and distance learning had a significant impact on attendance with an increase in chronic absenteeism from 10.7% pre-pandemic to 15% in 2020-2021.
2. Multiple student groups had a disproportionate chronic absentee rate from the school average, including African American, Asian, English Learners, Students with Disabilities, and Homeless. This indicates a need to provide targeted supports to re-engage these groups of students.
3. It is notable that female students had a much lower rate of chronic absenteeism than male students indicating a need to ensure our male students are engaging as we return to in person learning.

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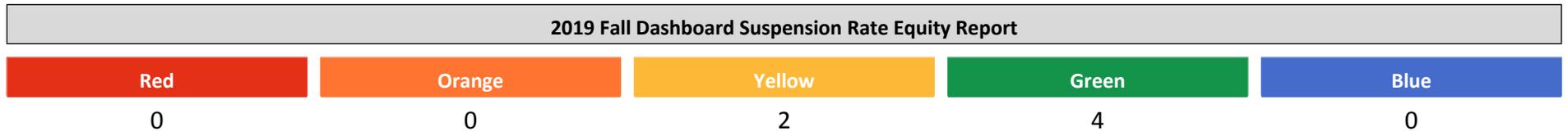
A review of the following data informs the comprehensive needs assessment.

### 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 4.8 Declined Significantly -4.6 894	 Green 3.5 Declined Significantly -6.1 171	 No Performance Color 12.5 Declined -5.4 16
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Declined -8.3 19	 Green 5 Declined Significantly -4.9 747	 Green 3.8 Declined -13.2 130

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 9.3 Declined -4 86	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 20	 No Performance Color 6.7 Increased +6.7 15
Hispanic	Two or More Races	Pacific Islander	White
 Green 4 Declined Significantly -5.2 699	 No Performance Color 5.6 Increased +5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 9.6 Declined -3.6 52

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	9.4	4.8

**These data points indicate:**

- Suspension rates at Almeria saw a 4.6 point decline from 2018 (9.4%) to 2019 (4.8). Suspension rates for All Students in 2019 declined significantly. The data indicates that the implementation of PBIS (year 2), Restorative Practices (year 3) and a Peer Court (year 1) have had a significant impact on our suspension rates.
- The data indicates that Almeria's African American and White students moved two levels to yellow in 2019 from the 2018 level of red. Our Hispanic students also moved two levels to green in 2019 from the 2018 level or orange.
- All 2019 student groups at Almeria saw a decline in suspension rates for 2019 with English Learners and Socioeconomically Disadvantaged students declining significantly.



## 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)	-0.32
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.36
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53
Site Specific Measures: % of PLC's completing backwards planning with English and/or Mathematics Teachers on Assignments	100%
Site Specific Measures: % of classrooms that had evidence of Teacher Clarity (Learning Targets/Success Criteria)	72%

#### These data points indicate:

The Fall 2020 to Fall 2021 MAP CGI data shows that students made less than expected growth in reading, language, and math during distance learning last year. Although, students made greater growth in reading than in math. Data by student groups shows that EL and SWD student groups had greater growth on average than the All Student group in reading. Additionally, SWD students also demonstrated greater growth in math. While the growth for these groups helped to narrow the achievement gap, there remains significant disparities in academic achievement that we will continue to address. Growth was stronger in 8th grade than in 6th and 7th grades for both reading and math.

Teachers have been meeting with TOAs to backwards plan units of instruction, identify potential areas of misconception, and create lesson plans that include progressive success criteria in both English and math. Next year, PLCs will work with TOAs to focus on lesson delivery and checking for understanding.

All English and math teachers have received professional development on how to develop and sequence Learning Targets and Success Criteria. We will continue to support teachers with implementation and provide training for teachers to more effectively engage students with the Learning Targets and Success Criteria.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.12

Academic Data – English Learners (EL)	
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)	-0.58
Site Specific Measures: Change in Semester 1 2021 Average GPA to Semester 1 2022 Average GPA	1st Semester Grades Entire School English Learners <ul style="list-style-type: none"> <li>• 2021 2.04 -2021 1.63</li> <li>• 2022 2.55 +0.51 -2022 2.43 +0.80</li> </ul>
Site Specific Measures: Change in Average Rubric Score from Writing Samples	Data not available

**These data points indicate:**

The Conditional Growth Index data indicates that English Learners average growth are below the expected conditional growth index of  $\geq 0$  in all content standards. The data indicates that English Learners are behind all the the average CGI in both Reading and Math. While the gap with the All Student group narrowed in Reading, it did not in math. Almeria will continue refining tiered interventions along with differentiated small group instruction to meet English Learners academic needs. Teachers will use their Professional Learning time to analyze data and plan next steps for instruction. Collaboration will focus on data analysis, lesson design, interventions and extended learning opportunities in the areas of academic and linguistic needs.

**Grade Data**

When comparing this years 1st semester grades to last years 1st semester grades we see there is 0.51 growth in GPA for the entire school. We see a growth in EL students of 0.80 indicating greater growth for our EL students. Implementation of data chats and common assessments in our ELD/ALD classrooms may have contributed to more academically-focused EL students.

Data on EL Student writing samples is not available as the PD on developing writing rubrics has not yet been implemented due to a need to narrow our focus because of competing initiatives.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 14% Level 3: 40% Level 2: 25% Level 1: 21%

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Listening Domain: % by Performance Level	12% - Well Developed 59% - Somewhat/Moderately Developed 28% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	62% - Well Developed 21% - Somewhat/Moderately Developed 17% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	10% - Well Developed 35% - Somewhat/Moderately Developed 55% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	7% - Well Developed 74% - Somewhat/Moderately Developed 19% - Beginning Development
Site Specific Measures: % of Level 4 EL Students Targeted who met MAP Reclassification criteria following afterschool tutoring	100%
Site Specific Measures: Walkthrough Data: % of teachers demonstrating use of language objectives in ELD instruction	6 out of 10 ELD/ALD classes met the goal.

**These data points indicate:**

The data indicates that about 1/3 of Almeria's English Learners are making progress toward English proficiency. A further breakdown of each ELPAC domain shows the greatest areas of need being Reading and Writing. Students with Disabilities are showing the least progress toward English language proficiency. Our level 3's and 2 Highs have the greatest percentage declining in their ELPI levels. There is a need to provide both academic and linguistic supports to our English Learners by using such supports a productive partnering, response frames, academic vocabulary support and writing across the curriculum. Professional development for teachers will be necessary to meet the linguistic needs of our English Learners.

Afterschool tutoring focused on supporting Level 4 EL students who needed an improved MAP score to meet the reclassification criteria. All students that participated in the afterschool tutoring program achieved a score that allowed them to reclassify based on their MAP data. Data from afterschool tutoring indicates a need to find funding and staffing to continue this successful practice.

ELD and ALD teachers have received PD and support with developing Language Objectives in the form of Learning Intentions and Success Criteria. All teachers are leveraging these teacher clarity components however based on Admin walkthrough data only 6 out of 10 classes are using them consistently. Walkthrough data indicates a need to provide additional supports for teachers in the consistent implementation of language objectives.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%
Site Specific Measures: # of Participants at Parent Workshops and Meetings	6th Grade Orientation 87 participants  Workshop 1 6 participants Workshop 2 3 participants Workshop 3 1 participant  Juice w/ Jones Sept. 18 participants Juice w/ Jones Oct. 8 participants Juice w/ Jones Dec. 10 participants Juice w/ Jones Jan. 23 participants Juice w/ Jones Feb. 22 participants Juice w/ Jones March 20 participants  Paper Tutoring English 8 participants Paper Tutoring Spanish 6 participants Parent Volunteer Meeting 8 participants
Site Specific Measures: Qualitative Parent Feedback from Parent Workshops and Meetings	Parents provided input on times of meetings. Qualitative data from parents have been favorable.

**These data points indicate:**

The annual Family Climate Survey saw a drop in participation rate from 18% to 7% and fell below the goal of 25% of households taking the survey. Moving forward, administration will work more closely with the Climate and Culture Coach to better engage parents and encourage survey participation. Bi-lingual community aide support will be increased and provide parents with incentives for completing the survey.

Parent participation was less than expected. The Bilingual Community Aide will be utilized to increase communication and outreach to parents to increase participation in the future.

Based on survey from principal parents indicated that the best time for meetings was 5:30 p.m. After the Oct. Meeting all meetings were held after 5:30 p.m.

Qualitative data suggests the parents attending the parent meetings appreciate the meetings, topics and the ability to ask questions and get timely responses. This spring, a parent survey will provide input into planning workshop topics and meeting times for 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:**

N/A

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

**These data points indicate:**

## ELD Evaluation

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

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

Based on our 2021 ELPAC data, integrated ELD, has been implemented effectively in some classrooms and less effectively in others. Our ELPI levels indicate that 39% of our students are making progress towards English language. Our ELPI data also noted that 23% of our students have decreased, 58% of our students have either maintained their designated ELPI levels. Based on instructional walk-through both from site administration and district level personnel, teachers are employing learning intentions and success criteria including academic vocabulary. Teacher provided weekly lesson synopsis that identified learning targets and success criteria. In the 2021-2022 our English Learners program did not reach its full potential.

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

Our Designated ELD was more effective in 2021-2022. We were able to configure our master schedule to ensure that our ELD students, particularly those enrolled in our ELD and ALD classes received designated supports from a credentialed teacher who received additional supports throughout the year. This year TOA conducted summer professional development engaging teachers with the district adopted curriculum. TOA also worked with teachers implementing common formative assessments that provided teachers with data to inform instruction. Teachers were also trained on how to analyze LPAC data and conduct data chats with students. This teacher was also familiar with our Study Sync ELA curriculum and had previously used our English 3D curriculum that was used in our ALD classes. Unfortunately, due to staffing determinations, this teacher was reassigned to a different school for the 2020-2021 school year. Our data shows a need to develop all of our teachers in working with the unique needs of English Learners. In addition, due to limited course offerings, English Learners who had higher test scores were placed in other elective and intervention classes. While their academic needs were being met, their specific linguistic needs were not. In the 2020-2021 our English Learners program did not reach its full potential as we struggled with Distance Learning and many of our English Learners had connectivity issues.

**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.

Based on our ELPAC data, we determined that our students are collectively performing better in the oral domains as opposed to the written domains. After meeting with our ELAC and School Site Council, we determined that we will improve our services and overall implementation of our site's comprehensive ELD program, by increasing opportunities for our English language learners to engage in speaking and writing. We also determined that to improve EL's literacy skills, it would be beneficial to provide literacy professional development. We also determined that there is a need to increase more student support time through additional supports, extended learning opportunities, and targeted tutoring. Finally, we want to provide our EL parents with workshops so that they can better navigate the school system and support their students at home.

## 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><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Parents: The annual climate survey was available to all parents in October of 2021. Parents received information regarding the survey via, automatic phone calls, e-mails and flyers sent home with students. Based on the results from the survey, 7% of Almeria parents participated not meeting the district goal of 25%. The site will work on a stronger system to increase the number of parents participating in the surveys.</p> <p>According to the survey: We had improvements from the previous parent surveys in the following areas</p> <ul style="list-style-type: none"> <li>• School Fit up 40% to 54% +14%</li> <li>• School Climate up from 53% to 62% + 9%</li> <li>• Learning Model up from 44% to 53% +9%</li> <li>• Information from School up 88% to 95% +7%</li> </ul> <p>We saw a drop in positive perceptions in the following areas:</p> <ul style="list-style-type: none"> <li>• Parent Support down from 84% to 76% - 8%</li> <li>• School Safety down from 67% 59% - 8%</li> <li>• Learning Opportunities down from 61% to 52% -9%</li> </ul> <p>Based on this data we will work to find innovative measures to support parents and provide students with additional learning opportunities. The school has also been working to secure our second District Safety Officer to increase school safety.</p> <p>Staff: Based on Teacher Survey</p> <ul style="list-style-type: none"> <li>• 79% of staff believe the school is moving in the right direction</li> </ul>

## Analysis of Qualitative Data

- 63% of staff feel the PD sessions contributed to them being a more effective teacher
- 100% of teachers feel good while at school

Students: Students took an SEL survey in August and a climate survey in October. Areas of strength for SEL survey are Supportive Relationships 81% favorable and Self-Management 72% favorable. Areas for growth are Grit 51%, Self-efficacy 50%, and Growth Mindset 48%.

For the climate survey Almeria staff created 2 goals focusing on the students feeling like they matter and belonging. The data showed significant increases from Spring to Fall in both areas up from 47% to 65% +18% points for belonging and up from 36% to 48% +12% for students feeling like they matter. Looking deeper into the student groups there is a need to focus on specific subgroups to help them feel like they matter and belong here at Almeria. The groups that need more focus are our Asian, Black, and Female student groups. There is also a need to focus on student teacher relationships.

## Classroom Observations

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

Classroom walkthroughs were conducted on a bi-weekly basis in all classrooms with certain areas of focus. Those focus areas included: Teacher Clarity, content area instruction (Math, ELA, Science, Social Studies), interventions, electives., and PBIS implementation. The administration provided weekly feedback through one-to-one conversations and emails. Points of confusion and additional training would be provided during PLC time. Observation data was also collected via a Weekly Lesson Synopsis. Collaborative planning among PLC members is evident during classroom walkthroughs.

Walkthrough data indicates that nearly all teachers are incorporating Teacher Clarity into their daily instructional practices. There is a need to support teachers in refining practices around Teacher Clarity to ensure students are engaging with learning targets and success criteria in meaningful ways. Almeria will continue refining tiered interventions along with differentiated small group instruction to meet student academic needs. Teachers will continue to work collaboratively in PLC's throughout the year to analyze data to plan and implement next steps for instruction.

## 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>Academic performance data indicates that students at Almeria Middle School started the year significantly below grade level based on NWEA MAP assessment data. Students have been making steady progress based on Math, ELA, and ELD/ALD Common Formative Assessments. Students who are leveraging I-Ready are demonstrating progress in Math and ELA. Improvement plans for Almeria Middle School include: differentiated instruction, target intervention/tutoring groups to help close the achievement gap, continued staff professional development on content pedagogy and Teacher Clarity and continued implementation of PBIS.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Based on the state data, progress is being made by our English Learners with 39% of students making progress toward proficiency as indicated in their ELPI levels.. 23% decreased one ELPI Level, 39.7% maintained their ELPI Level 1 through 4. A further breakdown of each domain indicates at Almeria students, across the board, are performing better in the Oral (Listening and Speaking) domains than the Written (Reading and Writing) domains. Teachers need professional development to address student language acquisition needs. Moreover, data from these assessments are used to determine student placement in ELD and ALD classes, and furthermore, help determine how many sections need to be offered by the site. Placement of students is done in conjunction with the Multilingual Programs and Services Department which 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.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>A formal evaluation is conducted with School Site Council. School Site Council members are updated on the progress towards meeting goals and invited to give input. School CFA data (4-6 week cycles) is analyzed in PLCs, DLT, and SSC to measure the effectiveness of implemented instruction and professional development. School Site Council provides questions and comments throughout the evaluation process and the discussion of the evaluation is approved by all members. Progress is monitored through frequent meetings where school, district, and state assessment data is shared. Also, both SSC and ELAC are updated on the progress of programs and services initiated with Title I money allowing them to guide decisions that address the needs of low-achieving students and those at-risk of not meeting academic standards.</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>The process of evaluating the progress of the English Learner Program goals is ongoing through monthly analysis at School Site Council and English Language Advisory Committee meetings. Data is also shared with parents through other forums such as Juice With Jones and through our school website. Teachers meet with the English Learner Site Monitor, TOA, and administration to analyze English Learner data through PLC collaboration. Results are shared to determine areas of growth and areas of deficiencies in the four domains (Reading, Writing, Speaking, and Listening). The administrative team works with the English Learner department at the district to remedy any deficient areas of ELD instruction. The EL TOA provides additional supports to ELD and ALD teachers to analyze data and develop student data protocols to engage students with their data on State Assessments as well as Common Formative Assessments.</p>

**Identified Needs based on Findings:**

- \* Students need additional opportunities for small group, differentiated instruction in all content areas.
- \* Teachers need PD and additional time to calibrate a standard writing rubric to use an an exemplar for writing success.
- \* Teachers need support in monitoring reclassified EL students to ensure continued progress in ELA and Mathematics

### Standards, Assessment, and Accountability

- \* EL Students need increased opportunities to build upon their reading and writing proficiency
- \* EL students need additional access to extended learning and intervention with support from college tutors.
- \* Parents need workshops to increase access and information to the educational system
- \* Staff need additional development in effective PLC process
- \* Teachers need additional support and training to engage students by making content relevant

### Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Professional development was provided to teachers in Teacher Clarity and backwards planning for effective instruction. In addition whole staff training was provided in the further implementation of PBIS, Restorative Circles and Leader in Me. Our data shows the need for continued student support with Mathematical concepts through differentiated instruction and extended learning opportunities.. Professional development is provided in all core areas through TOA's and district office presenters.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	ELA and Math teachers received PD on creating and implementing Learning Intentions and Success Intentions. Ongoing coaching was provided by the Teacher on Assignment in the areas of language arts, math, ELD/ALD. Specifically, the Teacher on Assignment met with 100 % of teachers in a coaching role. TOA's supported in data analysis, RTI, and assessment practices, TOA's also supported with helping teachers leveraged the district adopted materials and appropriate supplemental materials. TOA's served as additional support with developing appropriate learning targets and success criteria. In addition 100% of intervention teachers received support from Intervention specialist TOAs.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers participated in grade level PLC's focusing on math and ELA data analysis, backwards mapping, standards based lesson planning, aligning assessment data, and using this information to drive instruction. Teacher Clarity, PBIS and Social Justice were the main focus during staff meetings.. As evident through classroom walkthroughs, 90% of classrooms were demonstrating strategies or had evidence of the strategies discussed in PLC's and Staff Meetings. Learning targets and success criteria were regularly posted and included in Weekly Lesson Synopsis. Teacher collaboration in PLC's occurred every other week and PLC teams were pulled out twice before COVID-19 school closures to analyze Common Formative Assessment Data, review pacing guides and backwards plan with District TOA's in English Language Arts and Mathematics.

**Identified Needs based on Findings:**

- \* Teachers need PLC collaboration for CFA data analysis and planning
- \* Teacher need PLC time to plan for small group differentiated instruction for all student groups.
- \* Teachers need professional development in designated and integrated ELD instruction
- \* Teachers need additional Professional Development in Checking for Understanding and engagement strategies.
- \* Teachers need continued professional development in Teacher Clarity, PBIS, and Restorative Circles

## Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science. Teachers use the Study Sync curriculum in Language Arts and the Big Ideas and Discovery Math Tech-book curriculums for Math Instruction. Social Studies uses the TCI History Alive! curriculum while Science focuses on the Next Generation Science Standards through the use Prentice Hall and Discovery Science Tech-book.</p> <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 during class in Language Arts and Math. The intervention teachers provide targeted supports through Read 180, Math 180, I-Ready and C-STEM. 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> <p>Lesson plans are developed through the district's curriculum and pacing guides which focus on aligning curriculum and instruction to state standards. Ongoing coaching through the teacher on assignment is provided to all teachers and a Weekly Lesson Synopsis is monitored by administration.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>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, I-Ready, 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> <p>Standards-based instructional materials are available for all student groups. The administration team works closely with Library Services and Teaching and Learning to provide both written and digital instructional materials for all students. The administration team will continue to monitor and ensure the availability of standards-based instructional materials for all learners. In addition to textbooks and workbooks, Moby Max and Khan Academy are available to all students.</p>

**Identified Needs based on Findings:**

- \* Provide ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- \* Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.
- \* Teachers need to continue to build expertise in creating learning targets and success criteria
- \* Teachers need supplemental materials and resources to increase student understanding of content through differentiated instruction
- \* Teachers need additional Professional Development in Checking for Understanding and engagement strategies.
- \* Teachers need supplemental materials and resources to develop academic and linguistic skills
- \* Teachers and students need increased access to instructional technology

## Teaching and Learning

### Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Almeria provided the following services as a part of it's regular program to help underperforming students meet standards: College and Career Literacy (Read 180), Math Acceleration (Math 180), Integrated Coding and Computing, tutoring in Mathematics and ELA, Positive Behavior and Intervention Supports, Restorative Practices, AVID and extended learning opportunities. 100% of teachers provided Weekly Synopsis to identify Learning Intentions and Success Criteria aligned to grade level standards.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Almeria will focus on students in the subgroups who did not meet their target in ELA (Students with Disabilities) and Mathematics (Students with Disabilities, English Learners, African American) There is a need to identify and address specific gaps in learning within these groups so achievement can be gained. The data also shows that Chronic Absenteeism within our Homeless and Foster Youth increased suggesting a need to build stronger relationships with these two student groups. A more systematic Response to Intervention matrix needs to be created and utilized to provide greater interventions both academically, socially, and behaviorally.</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>Almeria's data indicates that not all students had their needs met, particularly our English Learners and Students with Disabilities. Better systems for monitoring Current and Reclassified English Learners need to be put in place so that we are able to identify and intervene earlier. Students with Disabilities need to have intervention steps in place earlier as well. Leveraging Special Education teachers and support staff to provide deeper oversight to our students with disabilities and leveraging EL Site Coordinator and TOA to provide more comprehensive progress monitoring for out English Learners is needed.</p>

**Identified Needs based on Findings:**

- \* Students need tiered interventions to decrease chronic absenteeism for all student groups - especially Homeless and Foster Youth.
- \* Staff need to continue with PBIS tiered interventions to maintain a positive and safe learning environment for all students.
- \* Students need targeted instruction to address the linguistic needs of our English Learners.
- \* At risk students need intervention and tutoring opportunities
- \* Students need to outside services for tutoring and extended learning opportunities.
- \* Teachers need professional development with providing students timely actionable feedback.

### Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Almeria provided parents and community members with events for the purpose of informing, training, and supporting parents/guardians and community members. Almeria hosted over fifteen parent/community events. Some of the events that the school hosted were: Juice With Jones, Parenting Workshops, Paper Tutoring workshop, ELAC, SSC, etc.</p>
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**Identified Needs based on Findings:**

- \* Parents need workshops in Positive Behavior Interventions and Supports (PBIS),

### Parental Engagement

- \* Parents need workshops in developing strategies for EL student achievement.
- \* Parents need support in navigating and understanding the educational system.
- \* Admin Team needs supplemental printing and materials for workshop/events.

### Funding

Services provided by state and local funds that enable underperforming students to meet standards.	State and local funding was used to address the social/emotional needs in our students, providing incentives for improving attendance, and continued advancement in technology access for all students. Extended learning opportunities were also created with these funds. An increase in technology and devices provided more access for underperforming students by utilizing online software/programs to further develop English Language Arts and Mathematic skills.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Federal categorical funding was utilized to address the achievement gaps in math and language arts. Through this funding source, Almeria was able to provide professional development, additional time for PLC, exposure to STEM careers and activities.

#### Identified Needs based on Findings:

- \* Staff needs to provide extended learning opportunities to all students.
- \* Teachers needs professional development to staff in core subject areas.
- \* Parents needs workshops and learning events.
- \* Students need social-emotional supports.

### 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 December and March School Site Council conducted progress monitoring on the SPSA actions and services. Goal 1 was substantially implemented in most areas, notably the extended learning opportunities for all grade levels in mathematics and ELD extended learning opportunities. However, Goal 1a and 1b were not implemented as thoroughly due to the misalignment with major instructional foci.</p> <p>In April School Site Council with input from ELAC determined which actions to continue, modify or discontinue based on progress monitoring and the anticipated needs of students. School Site council determined that additional support for social emotional needs should be expanded in the SPSA. In addition, School Site Council believes that additional emphasis needs to be given to Special Education students.</p> <p>In March, ELAC reviewed the SPSA and gave input to School Site Council on the programs and services for English Learners.</p> <p>In May, School Site Council reviewed and approved the SPSA.</p>
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## Stakeholder Involvement

### Identified Needs based on Findings:

- \* Virtual meetings were found to be beneficial. We would like to continue with the virtual meeting or hybrid platform.
- \* Incentives to increase and maintain involvement.

## SWP Requirements

<p><b>SWP Requirements:</b> [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><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></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"> <li>1. PROVIDE STUDENTS DIFFERENTIATED INSTRUCTION IN ENGLISH LANGUAGE ARTS AND MATHEMATICS TO IMPROVE ACADEMIC ACHIEVEMENT IN MATH AND LANGUAGE ARTS.</li> <li>2. PROVIDE PLC COLLABORATION TIME TO TEACHERS SO THAT THEY CAN PLAN INSTRUCTION and ANALYZE DATA.</li> <li>3. PROVIDE OPPORTUNITIES/FIELD TRIPS FOR STUDENTS TO HAVE EXPOSURE TO COLLEGES, VOCATIONAL AND TECHNICAL TRADE PATHWAYS.</li> <li>4. PROVIDE PARENT LEARNING OPPORTUNITIES VIA ACCESS TO PARENT WORKSHOPS, TRAININGS AND CONFERENCES SO THAT PARENTS ARE BETTER EQUIPPED TO HELP THEIR STUDENT(S) WITH ACADEMIC AND SOCIAL EMOTIONAL NEEDS.</li> <li>5. PROVIDE SOCIAL EMOTIONAL LEARNING SUPPORTS TO REMOVE BARRIERS IMPACTING STUDENTS' ACADEMIC ACHIEVEMENT.</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiated Instruction in Language Arts and Mathematics Daily August 2022-May 2023</li> <li>2. Monthly from July 2022 through May 2023</li> <li>3. Monthly via AVID, GATE, Special Ed., ELD/ALD, field trips and/or guest speakers August 2022-May 2023</li> <li>4. Parent workshops monthly September 2022-May 2023</li> <li>5. Monthly lessons provided by Culture &amp; Climate Coach, counselors, assemblies, rallies, rotations, PBIS August 2022-May 2023</li> </ol>
<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"> <li>1. PROVIDE SUMMER LEARNING PROGRAMS TO STUDENTS: <ul style="list-style-type: none"> <li>• Summer Bridge Program for incoming 6th graders</li> <li>• Verizon STEM</li> <li>• Summer Learning Program for mitigate summer learning loss</li> <li>• Accelerated Math Program</li> </ul> </li> <li>2. PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITES FOR TEACHERS <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Workshops</li> <li>• District training opportunities</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. June 2022-July 2023</li> <li>2. July 2022-May 2023</li> <li>3. July 2022-May 2023</li> </ol>

	<ul style="list-style-type: none"> <li>• Consultants</li> </ul> <p>3. PROVIDE PROFESSIONAL DEVELOPMENT ON DESIGNING EFFECTIVE AND ENGAGING LEARNING ENVIRONMENTS.</p>	
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ol style="list-style-type: none"> <li>1. PROVIDE STUDENTS EXTENDED LEARNING OPPORTUNITIES ENGLISH LANGUAGE ARTS AND MATHEMATICS TO IMPROVE ACADEMIC ACHIEVEMENT IN MATH AND LANGUAGE ARTS.</li> <li>2. PROVIDE STUDENTS ACCESS TO SUPPLEMENTAL MATERIALS AND ONLINE COMPUTER SOFTWARE AND PROGRAMS TO SCAFFOLD LEARNING, REMEDIATE SKILL GAPS AND ACCELERATE LEARNING.</li> <li>3. IDENTIFY EL STUDENTS FOR SMALL GROUP TARGETED TUTORING TO HELP THEM REACH THEIR LANGUAGE ACQUISITION GOALS.</li> </ol>	<ol style="list-style-type: none"> <li>1. ELO weekly from September 2022 through May 2023</li> <li>2. August 2022-May 2023</li> <li>3. Weekly from September 2022 through May 2023</li> </ol>

## 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)	-38.5	>= -23.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-81.9	>= -66.9
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.32	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.36	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>* MAP, ELPAC and CFA data indicates that students need to develop reading, writing and problem solving skills</li> <li>* Teacher surveys indicate teachers need professional development in improving instruction and building relationships to increase student achievement</li> <li>* Teacher surveys indicate teachers need PLC time for collaboration and backwards mapping to increase student achievement</li> <li>* Teacher and Student survey data indicate a need for additional SEL supports</li> <li>* Student surveys indicate that incoming students need opportunities to connect to school and build relationships</li> <li>* Student feedback indicates that students need exposure to colleges and careers both on and off campus</li> <li>* Parent feedback indicates that parents need additional training in supporting student achievement</li> </ul>
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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
1-1: Provide Small group, differentiated instruction in English Language Arts and Math to increase academic achievement. * Certificated and Classified hourly * Contracted services * College Tutors * Instructional and organizational materials * flexible seating and furniture for small group instruction * Technology Resources - headphones, earbuds, mics * Classroom and School Library Books * Supplemental Printing	* CFA data * Fall to winter MAP	* All students	* Administration * Teachers * Counselors * Tutor monitors	12,099	
1-2: Provide Summer Learning Opportunities * Certificated/Classified Hourly * Instructional supplies and materials	* Participants feedback	* Incoming 6th & new 7th grade students	* Administration * Summer program teachers		13,000
1-3: Provide PLC collaboration time for teachers to analyze data and plan instruction. * Substitute cost * Certificated hourly * Contracted services, materials and related fees * Instructional Materials	* PLC agendas & minutes * Weekly Lesson Synopsis	* All Students	* Administration * AMS TOA's * ILT/DLT Team * Teachers	12,000	
1-4: Provide professional development in improving instruction and building relationships to increase student achievement  Topics:	* CFA Data * Participant feedback	* All Students	* Administration * Certificated & Classified Staff * TOA's	22,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>* PLCs</li> <li>* Teacher Clarity</li> <li>* Differentiated instruction, Blended Learning</li> <li>* PBIS and Restorative practices</li> <li>* Building positive relationships, WEB</li> <li>* Content specific curriculum</li> <li>* Renaissance</li> <li>* AVID</li> <li>* Co-Teaching</li> <li>* Social-Emotional and behavioral supports</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>* Travel and conference related fees</li> <li>* Workshops</li> <li>* Contracted services, materials and related fees</li> <li>* Certificated additional hourly</li> <li>* PD materials &amp; printing fees</li> </ul>					
<p>1-5: Promote post-secondary education through exposure to colleges, technical trades, and careers (in-person and virtual).</p> <ul style="list-style-type: none"> <li>* Contracted services and related materials, books</li> <li>* field trip related costs</li> <li>* Subscriptions, annual memberships</li> <li>* Instructional materials</li> <li>* Certificated additional hourly</li> </ul>	* Participant feedback	<ul style="list-style-type: none"> <li>* AVID students</li> <li>* GATE students</li> <li>* Targeted students including ELs and Students with IEPs</li> </ul>	<ul style="list-style-type: none"> <li>* AVID Coordinator</li> <li>* GATE Coordinator</li> <li>* Counselors</li> <li>* EL Site Monitor</li> <li>* Department Chairs</li> </ul>		3,000
<p>1-6: Provide parent learning opportunities to help families support students' academic, behavioral, and social-emotional needs.</p> <ul style="list-style-type: none"> <li>* Contracted services and related materials</li> </ul>	* Participant feedback	* All Parents	<ul style="list-style-type: none"> <li>* Culture &amp; Climate Coach</li> <li>* Outreach Liaison</li> </ul>	2,510	

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"> <li>* Translation fees</li> <li>* Travel and conference related fees including transportation, registration and lodging</li> <li>* Childcare</li> <li>* Printing</li> </ul>					
<p>1-7: Support the "whole child" through academic, behavioral, and social-emotional supports, engagement, and meaningful connections to school</p> <ul style="list-style-type: none"> <li>* Certificated/Classified hourly (WEB, PBIS, Renaissance, SEL, Culture and Climate)</li> <li>* Online programs, licenses and subscriptions</li> <li>* Contracted services and materials</li> <li>* Award recognition items for academic and behavior</li> <li>* Instructional materials, social-emotional support materials</li> <li>* furniture and related wellness/SEL room materials</li> </ul>	<ul style="list-style-type: none"> <li>* Pre/Post Surveys</li> <li>* Participant Feedback</li> </ul>	* All Students	<ul style="list-style-type: none"> <li>* WEB Coordinators</li> <li>* Renaissance Coordinator</li> <li>* Culture &amp; Climate Coach</li> <li>* Counselors</li> <li>* PBIS Coordinator</li> </ul>		13,096
<b>Total Estimated Cost for This Goal:</b>				48,609	29,096

## 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 their use of academic language to demonstrate understanding of content.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-67	>= -52
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-110.5	>= -95.5
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.12	>= 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)	-0.58	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>* ELPAC data indicate that current English Learners and Reclassified English Learners need literacy support across the curriculum</li> <li>* As a result teachers will need literacy strategies to support students.</li> </ul>
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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 professional development in promoting academic language and literacy in all content areas. * Certificated/Classified additional hourly * Contracted services	* Observation Tool	* All English Learners	* Teachers * Administration * EL TOA	2,490	

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-2: Provide targeted instruction and student goal setting to increase literacy achievement. * Certificated/classified additional hourly * Instructional materials & printing costs	* Fall to Winter MAP	* EL Students with an emphasis on Emerging Level in Writing	* Teacher Tutors * Administration	2,000	
<b>Total Estimated Cost for This Goal:</b>				4,490	

## 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 in Productive Language by improving their Speaking and Writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	52.9%	>= 55.9%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>* ELPAC data indicates that English Learners need continued practice in writing &amp; speaking domains</li> <li>* As a result of ELPAC data teachers need professional development in effective strategies for teaching Language Acquisition</li> </ul>
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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
1b-1: Provide tutoring to promote language acquisition * Certificated/classified additional hourly * Supplemental materials & printing costs	* Pre & Post Assessment	* EL students with emphasis on the emerging levels (ELPI level 1 and 2L)	* Administration * Teacher * Tutors * Bilingual Aides	2,000	
1b-2: Utilize blended learning to support language acquisition * Contracted services and related materials * Certificated/classified additional hourly * Digital resources	* Observation Tool	English Learners in ELD and ALD	* Administration * Teacher	2,000	
<b>Total Estimated Cost for This Goal:</b>				4,000	



**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>1-4: Provide professional development in improving instruction and building relationships to increase student achievement</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>* PLCs</li> <li>* Teacher Clarity</li> <li>* Differentiated instruction, Blended Learning</li> <li>* PBIS and Restorative practices</li> <li>* Building positive relationships, WEB</li> <li>* Content specific curriculum</li> <li>* Renaissance</li> <li>* AVID</li> <li>* Co-Teaching</li> <li>* Social-Emotional and behavioral supports</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>* Travel and conference related fees</li> <li>* Workshops</li> <li>* Contracted services, materials and related fees</li> <li>* Certificated additional hourly</li> <li>* PD materials &amp; printing fees</li> </ul>	All Students	\$50,000	Administration Certificated & Classified Staff TOA's
<p>1-3: Provide PLC collaboration time for teachers to analyze data and plan instruction.</p> <ul style="list-style-type: none"> <li>* Substitute cost</li> <li>* Certificated hourly</li> <li>* Contracted services, materials and related fees</li> <li>* Instructional Materials</li> </ul>	All Students	\$20,000	Administration Certificated & Classified Staff
<p>1-7: Support the "whole child" through academic, behavioral, and social-emotional supports, engagement, and meaningful connections to school</p>	All Students	\$20,000	WEB Coordinator Climate and Culture Coach Guidance Department

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> <li>* Certificated/Classified hourly (WEB, PBIS, Renaissance, SEL, Culture and Climate)</li> <li>* Online programs, licenses and subscriptions</li> <li>* Contracted services and materials</li> <li>* Award recognition items for academic and behavior</li> <li>* Instructional materials, social-emotional support materials</li> <li>* furniture and related wellness/SEL room materials</li> </ul>			
<p>1-1: Provide Small group, differentiated instruction in English Language Arts and Math to increase academic achievement.</p> <ul style="list-style-type: none"> <li>* Certificated and Classified hourly</li> <li>* Contracted services</li> <li>* College Tutors</li> <li>* Instructional and organizational materials</li> <li>* flexible seating and furniture for small group instruction</li> <li>* Technology Resources - headphones, earbuds, mics</li> <li>* Classroom and School Library Books</li> <li>* Supplemental Printing</li> </ul>	All Students	\$50,000	Administration Certificated & Classified Staff TOA's

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	57,099
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> 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).	2,510
X	<b>Supplemental Concentration (SUPC) Allocation</b> 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)	29,096
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		86,195
<b>Total amount of state funds spent (SUPC)</b>		29,096
<b>Total amount of federal funds spent (Title I)</b>		57,099
<b>Total amount of state and federal funds spent</b>		86,195
<b>Balance</b>		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
Felix Jones	Principal	Not-Applicable	Not-Applicable	1
Joy Goettel	Classroom Teacher	2 years	June 2023	1
Jessica King-Ostermeyer	Classroom Teacher	2 years	June 2022	1
Rianna Kraynak	Classroom Teacher	1 years	June 2022	1
Scott Keller	Classroom Teacher	2 years	June 2023	1
Jennifer Overy-Brown	Other Staff Member (Specify): Community Outreach Liaison	2 years	June2023	1
Erma Grijalva-Resendez	Parent/Community Member	2 years	June 2023	1
Elaine Jones	Parent/Community Member	2 years	June 2023	1
Leslie Praiuswan	Parent/Community Member	2 years	June 2022	1
Jayleen Falcon	Student Member	2 years	June 2022	1
Cynthia Suarez	Student Member	2 years	June 2023	1
Cesar Chavez	Student Member	1 years	June 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

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 .

Attested:

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

Name of School: Almeria Middle School

**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 Edith L. Hdez.  
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: May 12, 2022.

Attested:

Felix Jones  
Typed name of School Principal

[Signature]  
Signature of School Principal

5/12/22  
Date

Elaine Jones  
Typed name of SSC Chairperson

[Signature]  
Electronic Signature of SSC Chairperson

5/12/22  
Date