2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Fontana Middle School 36 67710 6059406	SSC Approval Date: May 10, 2022
School Address	8425 Mango Avenue, Fontana, CA 92335	Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Marco Garcia	Phone # and Email	909-357-5370 Ext. 32117, Marco.Garcia@fusd.net
Name of SSC Chairperson		Phone # and Email	909-357-5370 Ext. 32117, Marco.Garcia@fusd.net}
SCHOOLWIDE PROGRAM (SWP)		
SWP		

SCHOOL BACKGROUND

VISION AND MISSION	We are fully committed toward ensuring that every single student reaches proficiency in all subjects. The path to college begins early. For this reason, we will work collaboratively across all grade levels to maintain an effective instructional program that will prepare every child for a four year university if that is what he/she chooses. Success for ALL students is guaranteed when we establish a strong culture of care, academic opportunity, and achievement. Fontana Middle School teachers will promote this culture by embracing the following core beliefs: • All Students Can Learn at High Levels! No Excuses! • Active Parent Engagement is Key to Student Success! • Failure, Negativity, and Deficit Thinking are Not Acceptable! • Teachers and Staff Lovingly Serve All Students! • Effective Direct Instruction is the First Line of Intervention! • Formative Assessment Data will drive the Instruction. We have made a commitment to excellence, but we cannot accomplish this vision without your support. The strength of our partnership will help our students overcome any obstacle that may arise. Our children need our support and encouragement to come to school on time and ready to learn every single day! They need to know that both their parents and their teachers have a genuine and uncompromising interest in their learning. We must work together to enable all our children to develop perfect attendance, excellent behavior, strong study habits, and a focus on learning. These essential qualities and a deep knowledge of self will prepare them to succeed in college and beyond. Together we will hold all our students to the highest academic and social standards...No Excuses! It is our overarching goal to not only to prepare our students to escape poverty and racism, but to prepare them to end it once and for all.
SCHOOL AND COMMUNITY PROFILE	Fontana Middle School has a total enrollment of 1148 students. Our school demographics are as follows: • Latino: 93.3% • African American: 3.1% • White: 2.8% • Other (2 or more races): 0.8% • Free & Reduced Lunch: 86% • English Learner: 36% • Foster Youth: 0.5% • McKinney Vento: 3.8% • Special Education: 12.5%

SCHOOL BACKGROUND

	Approximately, 1% of our student population are on an Inter-District Transfer and 4% are on an Intra-District Transfer. The community surrounding Fontana Middle School is comprised of very hard-working families who desire the very best for their children. Our school counts on very strong parent engagement and community support. This includes parents, business owners, and community members. We, at FMS, are very proud of our community and of our focus on family.
SPSA HIGHLIGHTS (bullet points)	1. FMS will invest in developing a comprehensive reading program for English Learners (EL's) that focus on reading comprehension, decoding, fluency and vocabulary. 2. FMS will continue to support after school academic assistance programs (i.e. Homework Clinic and Tutoring) as a means to Tier 2 intervention. 3. FMS will will reinvest in teacher professional development aimed at reinforcing new online curriculums planning and assessment and how to embed language development standards into everyday instructional practices. 4. FMS will continue to strengthen stakeholder participation and input by providing virtual workshops/trainings on technology (i.e. Q ParentConnect, MIcrosoft 365, online curriculum, etc.), mental and social-emotional wellbeing and college awareness.
INCREASED OR IMPROVED SERVICES (bullet points)	- Increased socio-emotional support will be provided to all students. - Further improve our Parent Project which provides Adult ESL, GED, Citizenship, Nutrition, and Computer Literacy classes, which in turn support our students at home. - Foster youth will be provided additional counseling support as well as socio-emotional support. - Increase student reading fluency and geometric and statistical reasoning. - Strategically target at-promise students by providing structured one-to-one or small group extended learning opportunities before, during and after school. - Provide teachers the instructional tools and training to provide DOK 3 and 4 instruction.
MOONSHOT	The moonshot for Fontana Middle School is to incorporate Career Technical Pathways in the Middle School level.

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**
1180	**93.6**	**33.9**	**0.5**
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	400	33.9
Foster Youth	6	0.5
Homeless	11	0.9
Socioeconomically Disadvantaged	1104	93.6
Students with Disabilities	175	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	3.3
American Indian or Alaska Native	2	0.2
Asian	1	0.1
Filipino	1	0.1
Hispanic	1098	93.1
Two or More Races	5	0.4
Native Hawaiian or Pacific Islander	1	0.1
White	33	2.8

These data points indicate:

1. In 2019-20, 79.8% of FMS students were identified socio-economically disadvantaged. In 2020-21, 93.6% of FMS students qualified for Free or Reduced lunches. In 2021-22, students that qualified for Free/Reduce lunches dropped to 86%. This revealed the need for the advocacy for equitable resources to ensure their success and access to high quality instruction and timely intervention.

2. Hispanic students make-up 93% of the student population at FMS, which correlates to a larger than normal English Learner population (34%) at Middle School.

3. Students with disability make-up 14.8% of the student population at FMS. This revealed the need for on-going monitoring and support to ensure services are being provided as listed in their IEP and that they have access to the resources and services they need. This may include the restructuring of the Instructional Model from least to restrictive (i.e., Inclusion) to self-contained for English and Math.

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	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

These data points indicate:

1. FMS students digressed in the area of mathematics from 2018 (Yellow) to 2019 (Orange).

2. FMS's Chronic Absenteeism, Suspension and Language Arts has maintained the same performance level over the past two years. Students have not progressed in these areas.

3. Over two years, the FMS suspension level has declined two levels from green to orange. This is an area of significant concern, in that students are losing instructional time due to suspension.

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
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
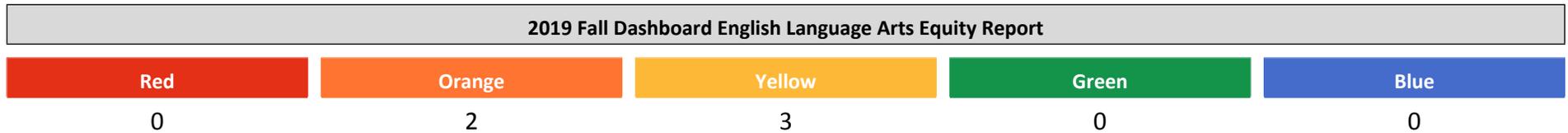
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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	Orange	No Performance Color
41.7 points below standard	62.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.1 points	Maintained ++1.6 points	6
1166	620	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
24.9 points below standard	42.9 points below standard	114 points below standard
49	Increased ++4 points	Increased Significantly ++22.4 points
	1096	136

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
58 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.7 points	2	1	4
43			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
41.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	21.9 points below standard
Increased ++3.8 points	8		Increased Significantly ++16.6 points
1086			18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.3 points below standard	21 points below standard	39.6 points below standard
Increased ++12 points	Maintained -0.9 points	Maintained ++2.2 points
314	306	360

These data points indicate:

1. Of the 1,166 eligible testers, they averaged 41.7 points below standard, which was 4.1 point gain from the previous year.

2. Over the span of three years, English Learners have steadily narrowed the gap of meeting standards. In 2017, they were 133.1 points from standard and in 2019 they were 102.3 points points from standard. This was a 30.8 point gain over the past two years.

3. One group that has made significant gains over the past three years has been Students with Disabilities. In 2019, 136 students collectively increased their performance by 22.4 points.

School and Student Performance Data

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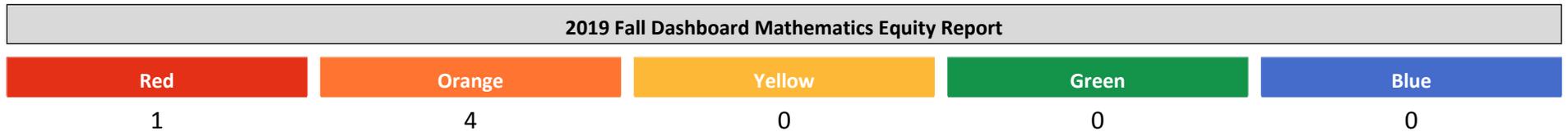
A review of the following data informs the comprehensive needs assessment.

<div align="center">

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
86.1 points below standard	103.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.8 points	Declined -5.3 points	6
1160	616	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
55.1 points below standard	87.8 points below standard	155 points below standard
49	Maintained -2.9 points	Increased Significantly ++23.8 points
	1090	134

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
105.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.9 points	2	1	4
43			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		No Performance Color
86.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		54.5 points below standard
Declined -3.7 points	8		Increased Significantly ++25.7 points
1081			17

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
148.5 points below standard	57.3 points below standard	91.3 points below standard
Increased ++4.1 points	Declined -6 points	Declined -4.1 points
311	305	358

These data points indicate:

1. Both African-American and Students with Disabilities have increased significantly from one year to another.

2. Collectively, Reclassified English Learners (RFEP) and English Only (EO) students showed a declined performance between 2018 and 2019.

3. Current English Learners increased their mathematic performance by an average of 4.1 points, while the Reclassified English Learners (RFEP) declined by an average of 6 points. This indicates a need to provide further support for RFEP students in mathematics.

School and Student Performance Data

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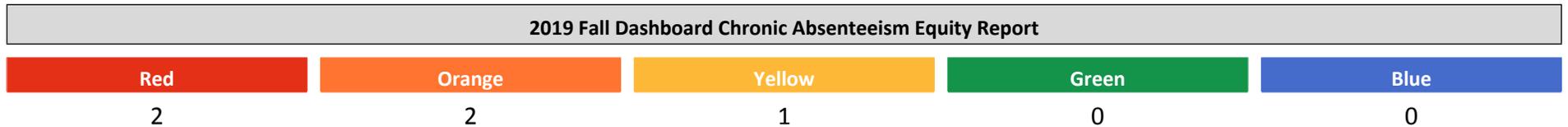
A review of the following data informs the comprehensive needs assessment.

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

English Learner Progress
No Performance Color
39.5 making progress towards English language proficiency
Number of EL Students: 329
Performance Level: Low
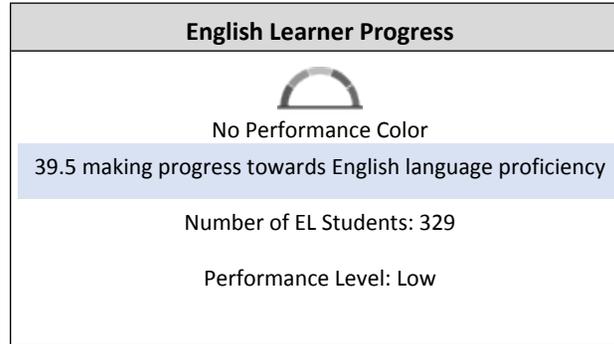
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
26.7	33.7	9.1	30.3

These data points indicate:

1. 39.5% of English Learners made progress towards English Language Proficiency, but 26.7% of English Learners decreased at least 1 level.

2. Compared to the state performance average (48.3%), FMS students are underperforming by 8.8 percentage points.

3. 30.3% of EL's progressed at least one ELPI level.

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 Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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	Yellow	No Performance Color
14.1	11.6	0
Increased +2.2	Declined -0.6	Declined -5.6
1309	396	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
16.9	14.3	25.8
Declined -29.3	Increased +2.2	Increased Significantly +5.5
71	1220	163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
39	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.2	2	3	4
59			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
12.7	14.3	Less than 11 Students - Data Not Displayed for Privacy	20
Increased +1.7	14	3	Increased +4
1204			20

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1223	192	15.9
Female	593	84	14.4
Male	630	108	17.4
American Indian or Alaska Native	2	1	50.0
Asian	1	0	0.0
Black or African American	46	11	25.6
Filipino	1	1	100.0
Hispanic or Latino	1131	172	15.4
Native Hawaiian or Pacific Islander	1	1	100.0
Two or More Races	7	0	0.0
White	34	6	17.6
English Learners	416	79	19.2
Foster Youth	16	6	42.9
Homeless	18	7	38.9
Socioeconomically Disadvantaged	1135	181	16.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	184	42	23.3

These data points indicate:

1. Overall, FMS chronic absenteeism performance levels has increased by 1.8% from the previous year (14.4 to 15.9) due to distance learning.

2. African-American, students with disabilities, English Learners and whites are disproportionately higher when compared to all student group.

3. Although, African-American and Student With Disabilities were disproportionately higher than the All Group, their chronically absent rate has improved from 2019 to 2020.

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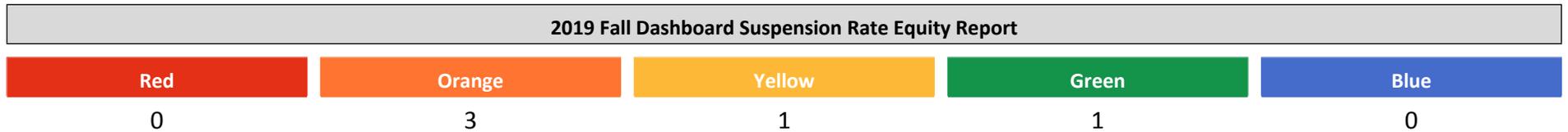
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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**
Orange	Orange	No Performance Color
5	6.3	0
Increased +0.4	Increased +1	Declined -26.3
1351	416	13
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
5.1	5.1	7.6
Maintained -0.2	Increased +0.3	Declined -2.3
79	1255	171

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
11.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.3	2	3	4
60			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
4.7	21.4	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +0.6	14	3	Declined -7.4
1244			21

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	5

These data points indicate:

1. Currently, FMS is in the orange for suspension rate. 5% of students were suspended and there was an increase of 0.4% in suspension rates. Over the last 3 years, suspensions have slowly increased.

2. Students with Disabilities have shown great improvement by moving 3 performance bands within one years (2018 red to 2019 green).

3. At FMS, the Hispanic and English Learners student groups' suspension rates have not improved in the past two years, rather the suspension rate for both groups has increased.

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)	-0.21
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.09
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.59
Site Specific Measures: Percent decrease of students receiving D's/F's in Math from Fall Semester Final Grades to Quarter 3.	4%
Site Specific Measures: Percent increase of students receiving D's/F's in English from Fall Semester Final Grades to Quarter 3.	10%

These data points indicate:

At FMS, all students did not meet expected growth in Reading and Mathematics. Even though, African-American student's MAP performance in Reading and Mathematics did not meet expectations, they showed growths from the previous year. The one area of least growth was in Math. Further examination of data showed that 50% of African-American students did not meet expected RIT growth. The CGI data reveals that students showed minimal growth over a span of a year. A contributing factor to the lack of significant growth can be due to students transitioning from Distance Learning to in-person instruction. Site specific data data revealed that students in math were receiving fewer D's/F's at the Quarter 3 grades vs. their Fall Semester Final Grade. The trend was opposite for English. Students were receiving 10% more D's/F's at the Quarter 3 mark than their Fall Semester Final Grade. Rationale to looking at Quarter 3 grades is to identify those students that were digressing academically and provide additional support for teachers to meet their student's academic needs.

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
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.56
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.42
Site Specific Measures: Percent decrease of D/F's of Fall Semester to Quarter 3 of Second Semester in Math	8%

Academic Data – English Learners (EL)	
Site Specific Measures: Percent increase of D/F's of Fall Semester to Quarter 3 of Second Semester in ELA	8%

These data points indicate:

Like the schoolwide results above, English Learners also did not make adequate growth on MAP Reading and Math assessments. In fact, upon deeper examination of MAP Growth Data by Program, 6th grade English Learner's Math performance grew by 5 points from the Fall of 2020 to Fall of 2021, 7th grade grew by 3 points, and 8th grade grew by 4 points. In Reading, 6th grade grew by 6 points, 7th grade grew by 2 points, and 8th grade grew 8 points. Even though, English Learners showed growth between Fall of 20 to Fall of 21, they still scored in the Level-1 on the MAP RIT Scale. This data correlates with the Reading Claim score on the 2021 ELPAC, in that more than 50% of the students scored at the Beginning to Developing Domain-6th Grade 58%, 7th Grade 52% and 8th Grade 55%. There also appears to be a correlation between EL's MAP Reading Score and their performance on the Reading Claim on the ELPAC. The negative trend is also reflected in their English Learner Progress Indicator (ELPI) over a two year period. From 2019 to 2021, there was an 11% decrease in EL students making progress. 7th grade had the largest percentage of negative growth over the 2-year span; from 16% in 19-20 to 50% from 20-21. Academic data reveals that our EL students were receiving fewer D's/F's at the Quarter 3 marl compared to their Fall Semester Final grades. This is in contrast to their English grade. EL students were receiving 8% more D's/F's in Quarter 3 compared to Fall Semester Final Grades. To address student academic deficiencies, FMS will continue to offer after-school homework assistance, small group tutorials, and Saturday Enrichment.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 12% Level 3: 36% Level 2: 36% Level 1: 16%
2020-2021 ELPAC Listening Domain: % by Performance Level	15% - Well Developed 63% - Somewhat/Moderately Developed 22% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	51% - Well Developed 35% - Somewhat/Moderately Developed 14% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	10% - Well Developed 34% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	56% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed 80% - Somewhat/Moderately Developed 15% - Beginning Development
Site Specific Measures: Percent of teachers posting English Language Development Standards	23%
Site Specific Measures:	

These data points indicate:

One significant reason as to why FMS English Learners have not shown growth in acquiring English proficiency is that more than 92% of EL's have not scored a Level 4 on the ELPAC. Upon further review of ELPAC data, EL's are drastically underperforming under the Reading Claim. According to FMS 3-year ELPAC Performance Data, students across grade-levels and sub-groups have performed better in Oral Language than Written. Data also reveals that students struggled in Reading vs. the other three other domains (Listening, Writing and Speaking). Within student groups, three quarters of SWD are scoring at the Beginning to Develop level. During English class walkthroughs, we identified that 23% of classrooms observed had Language Development Standards posted on their board. Next step is to ensure that English teachers are required to submit their weekly lesson plans and provide TOA lead PD's that focus on reading and writing strategies.

Parent/Family Engagement	
School Metrics/Indicators	**Current Outcomes**
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%
Site Specific Measures: Average Number of Parents attending Workshops.	18
Site Specific Measures: The total number of family participation at Virtua Back-to-School from Fall 20/21 to Fall 21/22 dropped.	285 less

These data points indicate:

FMS needs to increase parental participation on district and site-based surveys. We were not able to reach the district participation goal of 25% due to the pandemic. Information gathered will guide the school on providing services and programs to better meet their child's academic and social-emotional needs. This also includes training and/or workshops for parents/guardians. Skills and information learned will improve the level of communication between parent with child and parent with school personnel. Skills will also aid parents in monitoring their child's academic progress. Due to lack of access to technology parent participation rate was low.

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: Number of students suspended by gender from August to March	Male 46 Female 31
Site Specific Measures: Percent of students causing physical injuries	39%
Site Specific Measures: Number of suspensions by grade-level	6th: 7 7th: 30 8th: 40
Site Specific Measures: Number of sexual Harassment	3

These data points indicate:

Data reveals an increase need for Other Means of Correction in lieu of suspension. This includes reviewing the school's behavioral expectations quarterly, reinforcing Tier II and III interventions, introducing restorative practices, additional counseling services, and/or drug and alcohol awareness program (i.e. YVAPE). To further reduce behavioral incidents, increasing student awareness of positive behavior and the earning of PBIS bucks. In addition, aggressively target our incoming 6th grader parents on the academic and behavioral expectations of the school, by offering parenting classes that address the social-

emotional development of their child, how to communicate with child, how to monitor their social media footprint, and how to reinforce desired behavior. From a systematic approach, establish a Mentoring or Big Brother/Sister program that support our Tier III students.

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. The effective implementation of Integrated ELD has been inconsistent. According ELPAC data, the percentage of students scoring at the Level 4 ranges from 7% to 19%-6th Gr. (7%), 7th (19%) and 8th (12%). another glaring fact is that four out of every ten (39.5%) EL's are making process towards English proficiency. That means that 60% of EL's are not making progress. Out of that 60%, 29% have decreased by one ELPI level. During English classroom walkthroughs, we observed that 23% of classrooms had English Language Development Standards posted, as result the implementation of integrated ELD needs to improve.
Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. In others words, the foci changes between one year to another. For example, the previous year, the ELD courses were taught by different teachers. One issue is the availability of collaborative time between ELD teacher and the core teacher. As indicated in the above question, the inconsistency in who teaches the Designated ELD classes. Also, the lack of appropriate training teachers receive in teaching curriculum to meet student's English language development and proficiency. One particular subject area the EL's are struggling in is SEI Math 6. Currently, 19 students are not meeting content standards for Quarter 1. For Quarter 1, 393 F's issues to English Learners. The underperforming data can be attributed to students not mastering three out of the four ELPAC Claims (i.e. Listening, Reading and Writing). 95% of 6th graders scores within Level 1 and 2 of ELPAC. 7th graders were 95%, while 8th grader were 89%. The focus for 2022-23 is to ensure that my ELD/ALD classes reflect the school-wide vision on improving reading comprehension across all content areas.
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. First, be inclusive in the designing of the Master Schedule. In other words, include the EL Monitor/EL Service TOA on how ELD classes will be set-up and possible teacher assignment. Provide Professional Development opportunities for SEI teachers that facilitated by EL Monitor or EL Service TOA on how to effectively design language development objectives. In addition, allowing teachers the opportunity to explore curriculum and its alignment to the core language arts curriculum (i.e. Study Sync). Making sure that site has the available ELD/ALD curriculum (hardcopy vs. digital) before start of the year to ensure students the appropriate informational tools to succeed. Establish monthly ELD monitoring meetings with site El Monitor and TOA to review student data and create SMART goals of each of the ELPI groups. In 2022-23, the implementation of Integrated ELD language objectives will be monitored through teacher's weekly lesson submittal.

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	
Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).	Fall 2021 Family Climate Survey The survey was administered in the Fall of 2021 (October). Unfortunately, we were unable to meet the district's targeted participation rate of 25%, rather we only received 6%. According to survey findings, 92% of respondents felt favorably of FMS inclusive practices, specifically as it related to student's ability to excel academically (93%) and encouraging students to care for one another (91%). Survey also revealed that 87% of parents felt favorably about being well-informed of their child's academic standing between grading period compared to 70% last year. Survey also revealed that 79% of respondents felt that the school as expressed the importance of parental involvement in their child's academic development. Although we may have shown growth in several topics, survey revealed that we still had areas of need. For example For example, 7% of parents indicated that they were actively engaged with school activities and progress monitoring. Only 3% of participants were involved in parent group's at their child's school. Survey also showed that only 31% of participants attended general school meetings (i.e. Back to School Night, Open House, Parent Conference, Awards Night, etc.). To address parent engagement and participation, FMS has offered virtual informational meetings and trainings at various times of the day (morning vs. evening). In addition, we are communicating with families through Parent Square, 'Q' mass email, social media, Teleparent, Peachjar, etc. FMS's goal is to reconnect with our families by providing meaningful and relevant workshops and training that target life skills (i.e. navigating their child's online curriculum and online instructional applications/software). Educational classes that focus on Language Arts (i.e. ESL) and Math. For a handful of families, citizenship classes. To foster the College Going Culture, FMS will provide college fairs/presentations and curricular trips to local colleges and universities. Our hope is to continue to provide valuable resources and information to parents virtually and in-person Fall 2021 Annual Student Climate and Social-Emotional Learning Surveys

Analysis of Qualitative Data	
	According to the 842 (72.5%)respondents, 79% of students responded favorably to coming to school prepared. That was an increase of 11% from the previous year. The same students also responded favorably to following directions in class from 82% to 84%. Survey also revealed that in-person instruction improve attendance by 19%. This improvement can also been viewed in the district's Attendance Monthly Report. Last year we were ranked 6th out of 7. currently, we are in 4th place with a percentage of 90.34%. The SLE survey revealed that 79% of respondents indicated that they felt they had a teacher or other adult staff member who they could count on to help them no mater what. The same students also responded favorably (86%) to having a friend on campus who they can depend on. Finally, the SEL Survey revealed that 86% of respondents felt that their teachers respected them. As much as we have been progressing and improving in certain areas, we still have plenty of areas that need to be addressed. For example, 69% of students felt that their teachers encourage them to do their best. This lack of connection between student-teacher relationship was also evident in the survey. Forty-eight percent of respondents felt that their teacher would care if they were having a bad day. This is also reflected in the percentage of respondents (48%) that felt their teacher would he happy to see them after three year. In the SEL Survey, 41% of respondents indicated that they had connection with an adult on campus. That same survey, revealed that 41% of respondents felt that their teacher wouldn't be happy to have them in the future.

Working in collaboration with MTSS and FMS Counselors, FMS will provide SEL training for staff in order to develop deeper connections with students. In doing so, increase student engagement and productivity in and out of the classroom. Create interactive safe spaces (i.e., lunch time game room) for students that tend to eat alone. Develop and implement SEL icebreakers for the first 2 to 3-weeks of the semester. Expand our after school club program to build student self-esteem, reinforce social skills, explore their creativity, connect with liked-minded students and staff and develop a deeper appreciation of the school. |
| **Classroom Observations**
Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings. | Classroom observations were conducted on weekly basis. Upon completion of this tool, a copy of the feedback form was emailed to the teacher and administrator. The data was then compiled in FORMS and put into charts for easy interpretation. The following areas were addressed in the feed back form.

Grade: 6-8
Subject: ELA, Math, Science. Social Studies, Physical Education, VAPA (i.e. Music and Arts), Intervention (i.e. Read/Math 180), ELD/ALD, etc.
ELA: 46 class visits; Math 52 visits, Social Studies 36 visits; Science 42 visits; PE 33 visits; VAPA 36 visits; ELD/ALD 40 visits; Interventions 32 visits;
Inclusion 47 visits
Teacher: All teacher, including Inclusion teachers
Period: 1-6
43% periods 1/2; 30% periods 3/4; 27% periods 5/6
Instructional stage: (introduction/ direct instruction/ guided practice 1/ guided practice 2/ independent practice/ closure)
Teacher lead instruction: 61%; independent practices: 35%; assessment: 4%
Teacher clarity: Learning Intention and Success Criteria
87% of the classroom had a Learning Intention/Target posted on the board/TEAMS
73% of the classroom had a Success Criteria posted on the board/TEAMS
Depth of Knowledge level: 80% of student expectation/work was at DOK 1 or 2 level. |

Analysis of Qualitative Data	
	Evidence of PLC: Grade-level PLC Minutes Next Step: In ensure that all lessons and assessments are connected to a Learning Intention and Success Criteria. That my English teachers embedded English Development Standards in their lesson plan to address language fluency and academic discourse. Lessons that incorporate student engagement, collaborative discourse, and modality within the classroom. Provide TOA lead PD's that focus on cooperative grouping and standard development. For English and Social Studies, provide external provider PD's that focused on SDAIE strategies.

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)	In previous years CAASPP / CAA / MAP/ and ELPAC assessments were used to drive instruction and make educationally sound decisions to improve student outcomes, this year we will use MAP 1/ ELPAC/ and IABs as well as other CFAs to make instructional decisions. With the implementation of CAASPP testing this year, student performance data will be used develop strategic PD's and instructional planning/assessments to address learning loss due to the pandemic.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	Based on the 2020-21 ELPAC results, FMS English Learners underperformed in all four Domains (i.e., Listening, Reading, Speaking and Writing). The only claim in which more than 55% of the students (in grades 7 and 8) that earned 'Well-developed' was in Speaking. According to the Fall 2021-22 MAP Assessment, EL's overall dropped 2 percentage points from the previous year. All three grade levels continue to score in Level 1 of the Reading RIT Scale. This was also true for mathematics. As in the previous year, students struggled in both literary and Informational Text. In math, Geometry and Statistic/Probability appear to be the greatest needs. As reflected on the above findings, there is an immediate need to provide students with Tier II support/interventions. This can come in the form of after school tutoring/homework assistance, small group tutorials or Saturday Enrichment. Moving forward, FMS will need to implement a school-wide cross-curriculum reading and writing program in all core content areas. Furthermore, 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.

Standards, Assessment, and Accountability

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.	Next steps, the academic counselors, ILT/Grade-level or Department Leads and the administrative team will run quarterly grade reports from 'Q' to identify any students who failed multiple courses. It will be communicated and recommended that at-promising students attend school approved academic support programs and intervention. The Academic Review Team will meet on a monthly basis to review student performance data and make appropriate recommendations to SSC for the reallocation of funds to meet student's academic and (in some cases) student's socio-emotional needs.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	Run quarterly academic reports to identify which students are not meeting academic standards. Solicit teacher recommendations throughout the semester and schedule SIT meetings, so the academic team can establish learning goals for the student. In addition, establish a system to periodically monitor student throughout the year. That includes running bi-monthly academic progress report updates. Another way is the collaborative discussion between the Administrative Team and on-site EL Monitor. Finally, running summative/formative assessment reports (i.e. CFA's, CASPP, ELPAC or grade-level common assessments) to identify which students are not meeting performance level standards and what specific standards they need reteaching, differentiated or scaffolded. Monitoring is essential, especially when determining student's Reclassification eligibility.

Identified Needs based on Findings:

Develop a comprehensive monitoring system to track all students not meeting academic standards. Establish a team of teachers from each of the four major disciplines to develop appropriate tier 1 and 2 intervention/support for EL students. One specific area of greatest needs is reading comprehension and writing. Will need to dissect each of the four discipline to see how they are addressing reading literacy and language development.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Social Emotional Professional development to address at-risk and disadvantaged student performance and increase teacher capacity in the area of equity in the classroom. Address language development standards to assist English Learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. In doing so, provides English Learners an platform to use language (social function), a need to comprehend the effective and proper use of language, and access relevant resources to be knowledgeable in language selection to be precise and express exact meaning.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	TOA support in the areas of Math and ELA / PLC support time with district TOA around common formative assessments (CFAs) and using data to make instructional decisions. Depth of Knowledge training to increase teacher capacity to reach higher levels of DOK in lesson planning. District TOA support focusing on "The Teacher Clarity Playbook". TOA support in both teacher clarity and PLC support around the "4 Questions" i.e. 1. What do we expect students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students do not learn? 4. How will we respond when some students already know it? TOA support in the development and implementation of a schoolwide writing initiative that includes the following elements: (1) Setting schoolwide goals for student achievement in writing; (2) Steps that address both content-area and grade-level writing; (3) Provide appropriate professional development for teachers; (4) Structuring institutional support for writing; (5) Assessing student writing and learning; (6) Recruiting effective teachers of writing; and (7) Conducting regular programmatic assessment.

Staffing and Professional Development	
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	PLC time and support from district TOA in the areas of educational FOCI, productive partnering training and the 5 E's (Engage, Explore, Explain, Elaborate and Evaluate) training to increase student participation and student voice in classes. PLC focus on Teacher Clarity and Learning Targets, essential standards.

Identified Needs based on Findings:

Further support needed in the area of Depth of Knowledge (DOK) , majority of teachers skill spending a majority of instructional time at DOK 1 and 2. Increase teacher collaborative opportunities to develop rigorous lesson designs focused on the inquiry-based 5E model (Engage, Explain, Explore, Elaborate and Evaluate) in instructions. Further support in developing teacher clarity (learning intentions and success criteria).

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. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science: 6th-8th Grade-English (Study Sync), Math (Big Idea & Discovery Math Techbook), Science (Prentice Hall & Discovery Science Techbook) and Social Studies (TCI History Alive1).
	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.
	Teachers utilize differentiated instructional groups during class in Language Arts and Math. The intervention teachers provide targeted supports through Read 180, Math 180, 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.
	Teachers will increase the level of instructional rigor that achieve DOK levels 3 and 4. They will allocate substantial amount instructional time aimed at increasing student's higher order thinking and capacity. Also, engage students in the area of problem solving and inquiry-based instruction.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	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, System 44, 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. Study Synch program and EURIKA Math available for all students.

Identified Needs based on Findings:

Provide teachers with 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. FMS will continue to provide learning opportunities for teachers to building on writing effective Learning Targets and Success Criteria. Will need to provide additional PD opportunities for teachers to reinforce the instructional expectations and strategies of online curriculum. PD's can be facilitated by district TOA or online provider.

Teaching and Learning
PD's on Catlin's Tucker Blended Learning model (i.e. 5E's). Continue to develop the Social Studies Inquiry-based model to lesson design. Establish Grade-level Monitoring Teams to identify at-promising students and implement targeted Tier 2 and 3 intervention/support, for example, small group tutoring or online supplemental programs (i.e. IXL, MobyMax, iReady).

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Teacher training in equity and social emotional learning. Provide sensitivity training for educators and how to effectively teach and communicate with at-promising populations.
Student groups for whom there exist disparities in achievement and summary of the root causes.	The sub populations that has underperformed historically at FMS have been students with disability, African-American, English Learners and socioeconomically disadvantaged. There is a need to identify and address the specific gaps in learning within these groups so achievement can be gained. Data reveals that Chronic Absenteeism within our Homeless and Foster Youths suggested a greater emphasis in developing stronger relational ties with these two groups. This includes the development and implementation of a systematic approach to academic, socio-emotional and behavioral support and intervention. For our English Learners parents, provide workshops that address reading and writing strategies, reclassification requirements (ELA Academic Mark, Level-4 on ELPAC and MAP/SBAC proficiency score) and in-home academic support. For English Learner students, offer Tier II academic support (i.e., small group tutorial and/or Saturday Enrichment, Reading Club, etc.). For teachers, provide professional development (facilitated by EL TOA) that focus on how to write and embed Language Objectives in their daily instruction of core content.
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.	Lack of assessment data precludes this query from being fully answered, however all stakeholders and student groups, including EL, African American, Special Education, Socioeconomically Disadvantaged, have access to ALL programs and funding designed to improve student outcomes. Based on the Fall MAP Reading RIT Scale, the 21/22 ELPAC Reading claim, and Fall Semester grades it appeared that English Learners required additional Tier 1 and II support. To address Tier I, making sure that teachers are equipped with the instructional strategies and supports (i.e., District TA's) to cater to individual academic needs. Our Tier II support will consist of after-school homework assistance and to small group tutorials. To extend the learning opportunities for our EL's, provide them with Saturday Enrichment that target reading fluency, comprehension, mathematical reasoning and computation.

Identified Needs based on Findings:

According to summative assessment (i.e. ELPAC) and district formative assessment (i.e. MAPS), English Learners are not meeting 2 out of 3 criteria for reclassification. Based on current performance (i.e., CFA's and MAP) and academic (i.e. grades) data, there is an immediate need for tier 2 intervention. Academic support/intervention should not be limited to just homework assistance after school. There needs to be an emphasis placed on a school-wide initiative focused on the four claims (i.e. Reading, Speaking, Writing and Listening). That includes extensive PD for SEI teachers facilitated by district TOA on how to better meet EL's learning academic and language development/acquisition needs. When possible, seek external professional development support to train English teachers on how to embed Language Development standards into their everyday instruction. For our African-American students, establish a mentoring program that provides academic and socio-emotional support. This may include additional restorative practice support and counseling. To address our Students with Disabilities, provide Instructional Aides with additional Special Education training to support first level instruction in the classroom. Provide additional technology and/or manipulatives to make content accessible and relevant to students.

Parental Engagement

Resources available for families to support their child(ren)'s education and assist under-achieving students.	Families were provided with array of workshops and informational meetings to participate in. Here are several classes, meetings, and trainings offered to parents. ELAC Meetings, Parent Project, Nutrition Awareness, Mental Health Awareness, Social Media awareness, Q Parent Connect Workshops, Monthly Coffee with the Principal, and EL Parent Workshop just to name a few.

Identified Needs based on Findings:

Based on the Parent Center survey, the following three topics were rated highest, 1) Mental Health 2) Social Media Influences, and 3) Parenting. Working collaboratively with FMS Parent Center Community Aide and district support personnel (i.e., MTSS and Family and Community Engagement) to develop dual-language workshops for our stakeholders. Working with MTSS, developing a robust mental health awareness program to address the social-emotional impact of distance learning and ongoing pandemic. FMS Community Aide will continue to provide one-to-one email/QParent Connect support.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	Supplemental funds were used to provide Tier I academic support through the use of College Tutors. Bringing classroom to 21st Century standards through the purchase of classroom TV's. PBIS initiatives (i.e. C.A.R.E.S) was also supported by Supplemental Concentration through the use of C.A.R.E.S bucks.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Categorical funds were utilized to provide College Awareness virtual parent workshops facilitated by an outside vendor.

Identified Needs based on Findings:

Based on the Homework Clinic participation report,, there is a need to increase student involvement and strategically target underperforming students through quarterly review of academic performance.
FMS will establish a Academic Review Team (consisting of Department Leads, Counselors and Administrators) to identify any student failing one or more core class and make it mandatory that they attend after school support. Based on student's quarterly grades, underperforming students are not receiving the immediate and timely academic intervention.

FMS will also collaborate with district support personnel (i.e. TOA's) to develop Professional Development opportunities before, during and after school to analyze student performance data, develop instructional strategies, readjust curriculum pacing and implement reading and writing strategies across all content areas. Also, work with EL Services to provide specialized training for FMS SEI instructors/teachers to develop strategies that focus on reading comprehension, listening and writing in all content areas.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	In December and March, SSC conducted progress monitoring on the SPSA actions and services. The majority of actions are at various stages of implementation according to targeted needs. EL PD was not implemented due to lack of staff availability and substitute coverage. In April, ELAC met to conduct progress monitoring on the SPSA action and services and to provide SSC with recommendations

Stakeholder Involvement

for English Learners. In late April School Site Council, from input from ELAC, will determine to continue, modify or discontinue based on progress monitoring and anticipated needs of students.

- Parents were in support of continuing to fund the Tutor Monitor to address the instructional needs of EL's in SEI classes,
- Parents saw the value of extending the learning opportunities of EL's by providing Saturday Enrichment classes focused on language development and mathematical reasoning.
- School Site Council members reviewed and assigned monetary value to each identified action/services, including ELAC recommendations (i.e. bilingual Tutor Monitor and Saturday Enrichment).
- School Site Council members reviewed SUPC Actions and Services.

In May, SSC approved the 2022-23 SPSA.

Identified Needs based on Findings:

Based on the needs of School Site Council and ELAC offer in-person meeting when it is safe to do so.

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:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	- Continue to provide professional development for teachers with regard to the Common Core Standards and related curriculum (i.e. school and district benchmark assessments) - Develop vertical alignment agreements with feeder elementary schools in order to ensure students are entering 6th grade with minimal math and reading skills. This could include cross-level PD, for example 5th teachers PLCing with FMS 6th grade English and Math teachers. - By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels. This may include attending district and/or school sponsored Microsoft 365 training. - Expand academic support outside of the traditional after school program (i.e., Saturday Enrichment).	Professional Development - quarterly August through May PLC - monthly August through May Vertical Alignment PD's - quarterly August through May Monthly - September to May
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	- By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels. - By increasing student's access to high quality materials, including technology, teachers will help ensure their ongoing engagement and deep learning in the core subject areas while utilizing a blended learning instructional model (i.e. Catlin Tucker's 5 E's). - All students will benefit from effective first instruction and access to FMS before and after school Student Support Time. In addition, those most in need will receive additional extended learning opportunities via tutoring and the retaking of assessments (Monday to Thursday). - Create Learning Centers to meet students mathematical and scientific reasoning and analytical skills; to reinforce concepts and applications. - Expand the role of College Tutors during the day for non-Avid classes.	Professional Development - quarterly August through May PLC - bimonthly August through May College Tutor Push-in - daily August through May SST - weekly August through May Academic Support - weekly August through May
Address the needs of all children in the school, but particularly the needs of those at risk of not	All Students: Will benefit from effective first instruction and access to our Student Support Time before and after school. In addition, those most in need will receive additional	Full Inclusion Model - daily August through May

meeting the challenging State academic standards	extended learning opportunities via after-school instructional support and the retaking of assessments. • Implement Inclusion model in which all students are learning together in the core classroom. Utilized Specialized teachers to address the individualized needs of students in the classroom. • English Learners: will receive progress monitoring from EL Site Monitor; they will receive after school tutoring to assist with English Language acquisition. • Provide a Summer Bridge program to assist incoming 6th graders in transitioning to middle school to improve academic achievement and decrease suspension and referral rates. • Will provide additional PD for our General Education and Special Education teachers on the various inclusion models facilitated by SELPA.	SST - weekly August through May EL Monitoring - weekly August through May Summer Bridge - July SPED PD - 4 times a year

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)	-41.7	>= -26.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-86.1	>= -71.1
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.21	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.09	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.59	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%	>= 25%

Identified Need(s):	
	- According to MAP Math Data, students in grades 6th-8th need to develop mathematical computation skills in order to be successful in Geometry, Statistics/Probability. - According to MAP Reading Data, students in grades 6th - 8th need to develop academic vocabulary and reading comprehension skills, especially in the area of Main Idea/Detail. - Based on current grades, there were a high percentage of "F's" issued in Language Arts and Mathematics. This indicates a need to develop a robust RTI system of support. - According to teacher feedback, core teachers need access to professional development to ensure curriculum is being implemented with fidelity and support the blended learning model. - Teacher feedback indicates a need to create a robust collaborative culture by empowering PLC/ILT Leads to facilitate data analysis and lesson design. - Parent Surveys indicate a greater need for parent outreach to address student behavioral and social-emotional needs.

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. Provide additional instructional support afterschool to help students complete coursework and reduce D's and F's in core classes. • Certificated/Classified Hourly • Supplementary Printing • Supplementary Materials	Pre/Post Formative Assessments (Microsoft Forms) Progress monitoring (Quarterly/Semester grades)	School-wide (Primary focus at-promise students)	After-school Support Providers	7731	269
1B. Provide small group instruction to reinforce and differentiate instruction in all content areas. • College tutors • Certificated and classified additional hourly • Instructional software and/or online tutorial services (i.e. IXL) • Instructional materials, books, magazines, and math manipulatives • Science and lab related materials • Robotics • Organizational materials	Winter Map and/or iReady Walkthrough Feedback Data Semester Grades Student Retention in Program	School-wide	Core academic Teachers Administrative Team College Tutors		20000
1C. Provide a Summer Bridge program to assist incoming 6th graders in transitioning to middle school to improve academic achievement and decrease suspension and referral rates. • Certificated/Classified Hourly • Supplemental Materials • Supplemental Printing	Attendance, Behavior and Academic Data for participating Summer Bridge students.	Participating 6th grade students	Certificated/Classified School Personnel and Administrative Team	20000	

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
1D. Provide time for teachers to function as a PLC for data analysis, lesson design and instructional practices. • Substitutes • Certificated/Classified Hourly • Instructional Materials	PLC Agendas/Minutes Walkthrough Feedback Data	School-wide	Teachers TOA Administrative Team	7500	
1E. Provide professional development to ensure that curriculum is being implemented with fidelity, ensuring rigor, and clarity. • Consultant fees • Substitutes (PD coverage or Peer Observation) • Supplemental materials, books, and digital resources	Walkthrough Feedback Data	School-wide	Administration ILT Team PLCs/Department Leads	5000	
1F. Provide Parent Engagement opportunities that increase their understanding of their student's social and emotional, academic and behavioral needs to improve academic achievement and reduce disciplinary referrals. • Consultants • Travel/Conferences and related fees • Certificated/Classified Hourly • Supplementary Materials • Supplemental Printing	Sign-In Sheets Parent Center Survey/Feedback Data	All parents	Administrative Team Community Aide	5000	
1G. Provide Parent Training Workshops to increase their understanding of colleges and universities admission requirements.	Sign-In Sheets Parent Feedback	All parents	Administrative Team Community Aide		5000

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
- College Campus Visits/Registration - Transportation Costs - Materials, Supplies, Printing, and Copies					
1H. Provide curricular trips to enrich and expand -the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a subject area and expand children's awareness of their own community. - Transportation Costs - Venue fees	Pre/Post Surveys	All students	Teachers		5000
1I. Utilize technology to increase access and engagement to instruction. - Annual maintenance contracts - TV Monitors, Hardware and installation, document cameras, digital notebook (tablet) - Headphones and stylus - Instructional software	Monthly Usage Report Math Tech Usage Report Winter MAP Scores Walkthroughs	All students	Secretary		5000
1J. Implementation of school-wide PBIS Supports and Expectations. - FMS Gear, awards, - Medallions (Gold, Silver and Bronze) - School Supplies and items for C.A.R.E.S. stores - Certificated/Classified hourly - Annual Licenses and Subscriptions	Grades; Survey and Attendance Reports Monthly Referral and Behavioral Reports	All students	OBUS Team Administrative Team		5000

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
1K. Increase access to engaging text to increase reading achievement. • Library books and magazines (school library and classroom libraries)	Rate of Check-out	All students	Library Specialist	240	3000
			Total Estimated Cost for This Goal:	45,471	43,269

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 by building on background knowledge, the teaching of vocabulary explicitly, and checking for understanding frequently.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-62.2	>= -47.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-103.4	>= -88.4
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	0	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.56	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.42	>= 0

Identified Need(s):	
	• With more than 90% of EL's placing in Level 1 and 2 on the ELPAC Reading Claim, there needs to be a school-wide emphasis on reading convections and writing across the curriculum. • According to MAP Reading data, 52% of English Learners met or exceeded their projected RIT score, • Students need to increase their progress in English reading proficiency and vocabulary development through non-curriculum base reading (i.e. Book Club). In other words, ensure that independent reading is structured and purposeful with a good reader-text match. • Provide increased opportunities for ELs to develop sophisticated vocabulary knowledge including strong academic language.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1. Provide one-to-one or small group tutoring to develop academic vocabulary and promote academic discourse. • Certificated/Classified hourly • Printing • Instructional and organizational materials	Curriculum embedded assessments in ELA and ELD (ELD Rubrics in Study Sync)	English Learners (ELPI L1 and L2) and those that decreased by 1 level	Teachers, EL Monitor and Administrative Team		3000
1a2. Promote reading fluency with a focus on vocabulary and increased exposure to print (i.e. fiction and non-fiction books). • Certificated/Classified hourly • Reading materials/books (hardcopy or digital) appropriate to student Lexile level. • Level Readers in both hardcopy and digital form	Lexile score Student feedback	English Learners (grouped by Lexile level)	Teacher(s) and Administrative Team Library Specialist		1500
1a3. Support the core instructional curriculum through modeling, restating of instructions/questions, checking for understanding, verbal praise and technical support for our English Learner population. • Bilingual Tutor Monitor	Academic Marks Walkthrough Feedback Data	English Learners	Teacher Administrative Team	50000	
1a4. Saturday Academic Enrichment Program: Provide English and Math support for EL students that score in the 0-40% percentile on the Fall MAP Assessment and receiving D/F in their core classes. • Certificated hourly • Instructional materials	Winter and Spring MAP Data Academic Marks	English Learners	Teacher Administrative Team		4500
Total Estimated Cost for This Goal:				50,000	9,000

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 through reading of short informational passage by justifying their opinions or citing evidence.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2020-2021 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	39.5%	>= 42.5%

Identified Need(s):	- According ELPAC data, 6th-8th English Learners underperformed in the following claims, Reading, Writing and Listening. - Teachers need to increase the number of EL Reclassification by monitoring their progress and providing Academic Language Development support before, after school and Saturday. - According to MAP Reading Data, students in grades 6th - 8th are underperforming in both Literary Text (i.e. Key Ideas/Details and Language) and Vocabulary (i.e. Acquisition and Use).

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
1b1. Provide professional development for teachers on how on to design effective language objectives/intentions aimed at reading comprehension and oral justification. • Consultant fees and related materials • Certificated additional hourly to attend after hour PD's lead by EL TOA	Classroom Visits Teacher Survey	English Learners (Students Level 1, 2L, 2H, 3L and 3H)	Teachers and Administrative Team, EL TOA	5269	

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
• Provide substitute coverage for school/district sponsored trainings during instructional time					
Total Estimated Cost for This Goal:				5,269	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1A. Provide additional instructional support afterschool to help students complete coursework and reduce D's and F's in core classes. • Certificated/Classified Hourly • Supplementary Printing • Supplementary Materials	All students	$10,000	After-school Support Providers
1B. Provide small group instruction to reinforce and differentiate instruction in all content areas. • College tutors • Certificated and classified additional hourly • Instructional software and/or online tutorial services (i.e. IXL) • Instructional materials, books, magazines, and math manipulatives • Science and lab related materials • Robotics • Organizational materials		25000	Core Academic Teacher, Administrative team and College Tutors
1D. Provide time for teachers to function as a PLC for data analysis, lesson design and instructional practices. • Substitutes • Certificated/Classified Hourly • Instructional Materials		10000	Teachers, TOA's and Administrative team
1E. Provide professional development to ensure that curriculum is being implemented with fidelity, ensuring rigor, and clarity. • Consultant fees • Substitutes (PD coverage or Peer Observation) • Supplemental materials, books, and digital resources	All students	15000	Administrative Team, ILT and PLC/Department Leads
1F. Provide Parent Engagement opportunities that increase their understanding of their student's social and emotional, academic and	All students	7500	Administrative Team and Community Aide

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
behavioral needs to improve academic achievement and reduce disciplinary referrals. • Consultants • Travel/Conferences and related fees • Certificated/Classified Hourly • Supplementary Materials • Supplemental Printing			
1H. Provide curricular trips to enrich and expand -the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a subject area and expand children's awareness of their own community. • Transportation Costs • Venue fees	All students	10000	Teachers
1I. Utilize technology to increase access and engagement to instruction. • Annual maintenance contracts • TV Monitors, Hardware and installation, document cameras, digital notebook (tablet) • Headphones and stylus • Instructional software	All students	15000	Secretary
1J. Implementation of school-wide PBIS Supports and Expectations. • FMS Gear, awards, • Medallions (Gold, Silver and Bronze) • School Supplies and items for C.A.R.E.S. stores • Certificated/Classified hourly • Annual Licenses and Subscriptions	All students	10000	PRIS and Administrative Team
1K. Increase access to engaging text to increase reading achievement. • Library books and magazines (school library and classroom libraries)	All students	10000	Library Specialist

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1a1. Provide one-to-one or small group tutoring to develop academic vocabulary and promote academic discourse. • Certificated/Classified hourly • Printing • Instructional and organizational materials	English Learners (ELPI L1 and L2) and those that decreased by 1 Level	6000	Teachers, EL Monitor, College Tutors, and Administrative Team
1a2. Promote reading fluency with a focus on vocabulary and increased exposure to print (i.e. fiction and non-fiction books). • Certificated/Classified hourly • Reading materials/books (hardcopy or digital) appropriate to student Lexile level. • Level Readers in both hardcopy and digital form	English Learners (grouped by Lexile Level)	5000	Teachers and Administrative Team
1a4. Saturday Academic Enrichment Program: Provide English and Math support for EL students that score in the 0-40% percentile on the Fall MAP Assessment and receiving D/F in their core classes. • Certificated hourly • Instructional materials	English Learners	10000	Teachers and Administrative Team
1b1. Provide professional development for teachers on how on to design effective language objectives/intentions aimed at reading comprehension and oral justification. • Consultant fees and related materials • Certificated additional hourly to attend after hour PD's lead by EL TOA • Provide substitute coverage for school/district sponsored trainings during instructional time	English Learners (Students Level 1, 2L, 2H, 3L and 3H)	10000	Teachers and Administrative Team, EL TOA

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.	100,740
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).	4,429
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)	52,269
X **SUPC Carryover**	
Total amount of state and federal funds allocated to this school	153,009
Total amount of state funds spent (SUPC)	52,269
Total amount of federal funds spent (Title I)	100,740
Total amount of state and federal funds spent	153,009
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
Marco Garcia	Principal	Not-Applicable	Not-Applicable	1
Gregory Nelson	Classroom Teacher	2 Years	May 2023	1
Yvonne Quinto	Classroom Teacher	2 Years	May 2022	1
Joby McLaughlin	Classroom Teacher	2 Years	May 2022	1
Debra Lee	Classroom Teacher	2 Years	May 2023	1
Diana C. Gutierrez	Other Staff Member (Specify): Community Aide	2 Years	May 2022	1
Lynda Dykes	Parent/Community Member	2 Years	May 2023	1
Elena Soltero	Parent/Community Member	2 Years	May 2023	1
Gina Saucedo	Parent/Community Member	2 Years	May 2023	1
Joanna Seis-Baldivia	Student Member	1 Years	May2022	1
Audrie Hernandez	Student Member	1 Years	May 2022	1
Vanessa Garcia	Student Member	1 Years	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

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:

Principal, Marco Garcia on

X.	**Adjournment**	Time: 3:45
	Presented by SSC Chairperson/President	

Mr. Nelson **motioned to** adjourn the meeting.

Motioned seconded by Ms. Saucedo **Action Taken:** ☒ Passed ☐ Failed ☐ No Action Taken   **Vote Count:**
Select #   **Ayes** 9 **Nays** Select # **Abstained** Select #

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

Name of School: Fontana 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 _____
                                                                    Electronic Signature

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

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

5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.

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

7. This SPSA was adopted by the SSC at a public meeting on 5/12/22.

Attested:

Marco Garcia   Marco Garcia   5/12/22
Typed name of School Principal   Signature of School Principal   Date

Marco Garcia

Typed name of SSC Chairperson

Marco Garcia

Electronic Signature of SSC Chairperson

5/12/22

Date