

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Southridge Tech Middle School 36 67710 6106504		SSC Approval Date: May 17, 2022
School Address	14500 Live Oak Avenue, Fontana, CA 92337		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Roy L. Rogers	Phone # and Email	(909) 357-5420, Roy.rogers@fusd.net
Name of SSC Chairperson	Elizabeth Sanchez	Phone # and Email	(909) 357-5420, sancer@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Vision Statement

Southridge Tech Middle School inspires innovation, independence, and excellence to thrive in an ever-changing competitive world.

Mission Statement

Southridge Middle School seeks to:

- Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Prepare ALL students to be college and career ready to succeed in a global society.
- Instill 21st century skills through hybrid technology and instruction, rich curriculum, and real-life experiences.
- Build partnerships with families, businesses, and higher education.

SCHOOL AND COMMUNITY PROFILE

We are honored and privileged to serve the Southridge community of South Fontana—a service we do not take lightly. Built in 1987, Southridge Tech Middle School sits on 20 acres and includes a library, 41 permanent classrooms, 10 portable classrooms, and three computer labs. In each core class, students can access our curriculum via a laptop and a Makerspace Lab where students employ the design cycle to research, develop, and create. Those who visit our campus will observe professionals who actively engage in meaningful collaboration, encourage and foster life-long learning, and celebrate personal and school-wide growth!

We are educators who employ a student-centered approach to learning to meet the diverse learning needs of our students. Consequently, we meet regularly to improve our skills and knowledge through focused data analysis, instructional discourse, and professional collaboration to inform decisions that have a direct effect on student learning. It is our belief that through consistent implementation of our District adopted curriculum and through effective use of our common planning time, we will create learning experiences that will prepare our students to excel in a complex, interconnected, shifting world by instilling 21st century skills. We hope that we inspire and foster life-long learning that will help our scholars find success in whatever endeavor—professional or academic—they choose.

SPSA HIGHLIGHTS (bullet points)

There have been noted efforts to:

- Increase student academic engagement through extended learning opportunities.
- Develop an International Baccalaureate Middle Years Program.
- Address learning gaps in ELA and Mathematics at all grade levels, student groups, and categorical programs.
- Increase in parent and community partnerships promoted through various events, programs, and workshops.
- Increase participation in professional development and training to improve differentiation of instruction, meet social and emotional needs, and utilize diverse technology.

SCHOOL BACKGROUND

	<ul style="list-style-type: none"> Promote horizontal and vertical collaboration among content-specific departments for lesson planning, assessment development, data analysis, and peer feedback.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>Increasing Services and Opportunities so students can:</p> <ul style="list-style-type: none"> receive differentiated instruction to meet their individualized learning needs for ELD, SPED, Gate students learn about and have access to college and career opportunities via AVID regardless of the program participate in a group or program that will help them thrive and reach their potential enrichment for students enrolled in Designated ELD courses receive support for social and emotional needs as students transition to in-person learning <p>Increasing Services and Opportunities so parents can:</p> <ul style="list-style-type: none"> provide input regarding programs and services offered at Southridge Tech Middle School. participate in the learning process that allows them to take an active role. interact with staff and the community outside of the classroom. <p>Increasing Services and Opportunities so Southridge Staff can:</p> <ul style="list-style-type: none"> participate in networking opportunities to build their professional resume and experience. collaborate and develop assessments, lessons, and resources to support student learning. receive training and development to meet professional needs to improve as practitioners. align learning targets and expectations as departments and subjects. <p>Improved services</p> <ul style="list-style-type: none"> develop an MTSS program to provide the appropriate interventions that help meet our students' academic, social and emotional, and college and career needs. use data to drive all decisions and conversations around student learning and teacher efficacy and effectiveness. promote effective teachers and leadership through differentiated professional developments. promote college and career preparedness and readiness for all students within their capacity and program.
<p>MOONSHOT</p>	<p>INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME</p> <p>The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Essentially, the MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two or three year) formats.</p> <ul style="list-style-type: none"> Southridge Tech scholars will have countless opportunities to explore science, technology, engineering and math subjects. Academic courses, electives, clubs, competitions, teams – all allow students to introduce themselves to new concepts to deepen knowledge in subjects they are already passionate about. Gifted and Talented Education (GATE) program—We offer a STEM After School Program and enrichment trips meet the unique learning needs of our Gifted Students.

SCHOOL BACKGROUND

- Engineering and Technology Programs—Students can participate in a 12-week program where students can design, build, test, and refine their own creations in a safe and fun environment. Students who participate in this program compete in local and state competitions
- Technology and Research Library—students have access to computers, primary and secondary sources, and STEM Makerspace. Our Research and Technology lab has 3D printer, Lego Robots, and other 21st century technology and programs.
- AVID Schoolwide—When stepping onto our campus, All students thrive in an environment where academic expectations are held high and we have developed systems and structures that focus on the needs of students. Moreover, it is not uncommon to see all students taking Cornell notes; using some form of binder, agenda planner, or other organizational tool; and/or engaging in collaborative, dynamic academic activities in our classrooms. Our faculty and staff cultivate a culture of college readiness and success for all students.
- Students are accepted to college teams to create a nurturing family-oriented environment and to increase personalization, relevance, and rigor of coursework. Our college team compete for spirit points, attend college field trips, and engage in interdisciplinary lessons and activities for enrichment.

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
996	82.5	17.9	0.3

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	178	17.9
Foster Youth	3	0.3
Homeless	7	0.7
Socioeconomically Disadvantaged	822	82.5
Students with Disabilities	130	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	6.5
American Indian or Alaska Native	1	0.1
Asian	21	2.1
Filipino	18	1.8
Hispanic	843	84.6
Two or More Races	6	0.6
Native Hawaiian or Pacific Islander	1	0.1
White	41	4.1

These data points indicate:

1. The student ethnicity demographic at Southridge Tech Middle School is primarily comprised of three major ethnic groups: Hispanic student population totaling nearly 84.6%, African American student population at 6.5%, and White student population at 4.1%. The three populations mirror our district's proportional relationship between the three groups. Moreover, our students with two or more races and American Indian make up less than 1% of the student population.
2. Moreover, our data indicates that STMS serves nearly 82.5% of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.
3. Approximately 13.1 percent of our students require specially designed instruction to meet the unique needs of children with disabilities and 17.9% of our students are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. In English Language Arts, Southridge Tech Middle School has improved and decreased our distance from standard as measured on the CAASPP; however, we are still considered low to mid-range in the 5-by-5. Though there has been notable gains over time, there needs to be further exploration into strategies and programs to increase student achievement in ELA.
2. Southridge Tech Middle School has not improved and increased our distance from standard in Math as measured on the CAASPP. We are considered low on the 5-by-5. This is an area of need as STMS must further identify strategies and programs to increase student achievement in Math.
3. Southridge Tech Middle School has increased our chronic absenteeism and suspension rate. These are areas of concern and further exploration.

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)]

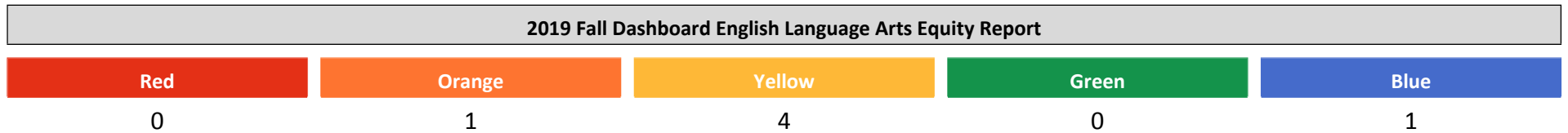
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















This section provides number of student groups in each color.



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

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

All Students	English Learners	Foster Youth
 Yellow 7.7 points below standard Increased ++9.8 points 951	 Yellow 30.4 points below standard Increased ++7.4 points 353	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 10.7 points below standard Increased ++7.6 points 850	 Orange 100.3 points below standard Increased Significantly ++16 points 114

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Yellow</p> <p>21.1 points below standard</p> <p>Increased Significantly ++21.7 points</p> <p>45</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Asian</p>  <p>No Performance Color</p> <p>32.3 points above standard</p> <p>Increased ++5.2 points</p> <p>16</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>76.5 points above standard</p> <p>Declined Significantly -15.5 points</p> <p>15</p>
<p>Hispanic</p>  <p>Yellow</p> <p>10.4 points below standard</p> <p>Increased ++7.4 points</p> <p>831</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>15.6 points above standard</p> <p>Increased Significantly ++34.8 points</p> <p>36</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>98.5 points below standard</p> <p>Maintained -2.4 points</p> <p>135</p>	<p>Reclassified English Learners</p> <p>11.7 points above standard</p> <p>Increased Significantly ++15.9 points</p> <p>218</p>	<p>English Only</p> <p>5.1 points below standard</p> <p>Increased ++13.7 points</p> <p>460</p>

These data points indicate:

- All student groups improved with the exception our Filipino students; Notable improvements include the following student groups: White with an increase of 34.8-points, our African American students with an increase of 21.7-points and our SPED students with an increase of 16 points.

2. There are notable disparities with some student groups such as Special Education and our African American students. To clarify, our SPED students have a 100.3-point deficit to meet the standard and our African American students have a 21.1-point deficit to meet grade level standards
3. Our English learners saw a noted -decline of 2.4 points and were a 94-point distance from standard met. Our Reclassified English Learners indicated an 11.7 DFS--which was an increase of 15.9 points and our English Only noted a -5.1 DFS, which was an increase of 5.3-points.

School and Student Performance Data

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

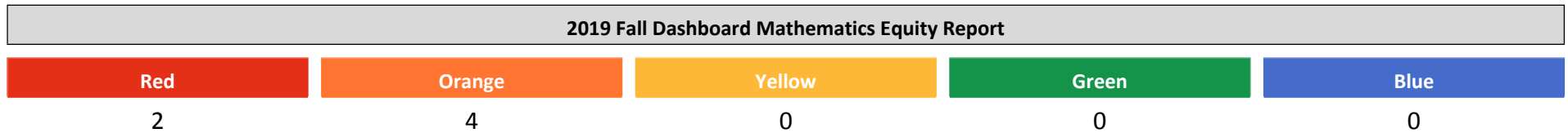
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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









This section provides number of student groups in each color.










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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 68.9 points below standard Declined -8.8 points 952	 Orange 90.9 points below standard Declined -10.3 points 354	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 71.1 points below standard Declined -9.1 points 851	 Red 150 points below standard Maintained -1.8 points 115

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 102.8 points below standard Declined -6.7 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11 points below standard Declined -10.5 points 16	 No Performance Color 27.5 points above standard Declined Significantly -38.9 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.8 points below standard Declined -9.9 points 832	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color No Data	 Orange 46 points below standard Maintained -1.3 points 36

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
149.4 points below standard Declined -11.8 points 136	54.4 points below standard Declined -6.9 points 218	66.9 points below standard Declined -5.3 points 460

These data points indicate:

- Although our African American and English language learner student groups have widened the achievement gap in mathematics as measured by CAASPP test, our Special Education students essentially maintained their achievement in mathematics.

2. All Student Group and Race/Ethnicity groups are considered low range in the 5-by-5. Moreover, there needs to be further exploration into strategies and programs to increase student achievement in mathematics, especially in supporting African American, English language learners, and special education students.

School and Student Performance Data

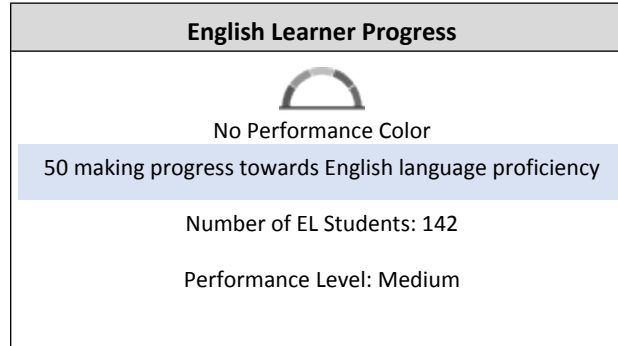
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7	35.2	3.5	46.4

These data points indicate:

1. nearly 50% of our EL students are making adequate progress in English acquisition as measured by the ELPAC.
2. nearly 35% of our EL students--many of whom are LTELs--have maintained their ELPI Level and did not increase in their English Language acquisition as measured on the ELPAC.

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3. a small number of our EL students decreased one ELPI Level as measured by the ELPAC.

School and Student Performance Data

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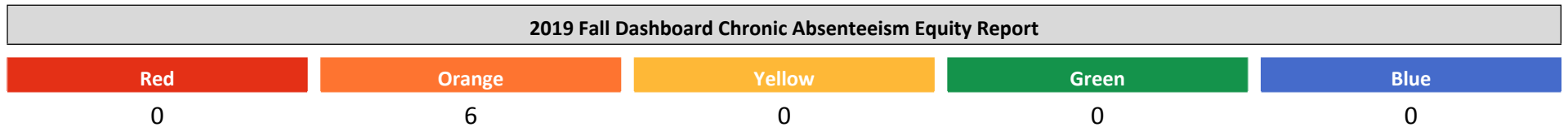
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 <p>Orange</p> <p>7.9</p> <p>Increased +1.5</p> <p>1068</p>	 <p>Orange</p> <p>9.5</p> <p>Increased Significantly +3.3</p> <p>168</p>	 <p>No Performance Color</p> <p>13.3</p> <p>Maintained 0</p> <p>15</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>43.8</p> <p>Increased +27.8</p> <p>16</p>	 <p>Orange</p> <p>7.7</p> <p>Increased +0.7</p> <p>943</p>	 <p>Orange</p> <p>15.4</p> <p>Increased +6.6</p> <p>136</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 17 Increased +2.5 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -7.1 19	 No Performance Color 0 Maintained 0 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4 Increased +1.5 927	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 9.1 Increased +9.1 44

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1016	53	5.2
Female	531	27	5.1
Male	484	26	5.4
American Indian or Alaska Native	1	0	0.0
Asian	21	1	4.8
Black or African American	68	4	6.0
Filipino	18	0	0.0
Hispanic or Latino	859	46	5.4
Native Hawaiian or Pacific Islander	1	0	0.0
Two or More Races	6	0	0.0
White	42	2	4.8
English Learners	181	13	7.2
Foster Youth	6	0	0.0
Homeless	12	0	0.0
Socioeconomically Disadvantaged	838	46	5.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	133	14	10.5

These data points indicate:

1. An overall decrease of 2.7 in our chronic absenteeism for the 2019 school year to 2021 school year for the all student groups
2. There is a disproportionality in the chronic absenteeism with students with disability in comparison to all student groups
3. Some student groups such as Black/African American, English Learners are at least 1 or more percent higher than the absenteeism average. We have developed programs to help engage students.

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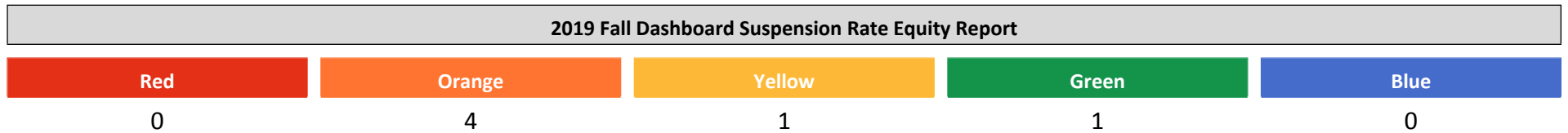
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.










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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 4.5 Increased +0.3 1092	 Orange 7.6 Increased +2.2 170	 No Performance Color 0 Declined -13.6 20
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5.6 Increased +5.6 18	 Yellow 4.4 Maintained +0.1 963	 Orange 7.9 Increased +4.1 139

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 6.8 Declined -3 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color 0 Maintained 0 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.2 Increased +0.3 943	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Orange 8.7 Increased +8.7 46

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	4.5

These data points indicate:

1. There was a decline in 2019 suspension rate with our African American student population.
2. There was an increase in the 2019 suspension rate by Race/Ethnicity of our Hispanic and White student population.
3. There was a minimal 0.3 increase in the suspension rate from 2018 to 2019 Fall Dashboard Suspension Rate

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)	-0.34
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	N/A
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.55
Site Specific Measures: Percent of students earning 2.0 GPA or higher at 1st Semester	75%
Site Specific Measures:	

These data points indicate:

MAP Reading Data Analysis

Our overall MAP reading data by domain was as follows:

As students have returned from distance learning, we anticipated the need for academic remediation and support.

- Based on our Fall MAP data, nearly 47% of our students are expected to meet and exceed state standards in Reading. Specifically, 38% of our 6th grade students are projected to meet and exceed state standards; 55% of our 7th grade students are projected to meet and exceed state standards; 47% of our 8th grade students are projected to meet and exceed state standards

By domain, the following are areas of need:

- Literary Text--33% of our students are at grade level or higher with 24% of our students score about average. About 43% of our students are one or more grade levels below average with this domain.
- Informational Text--32% of our students are at grade level or higher with 24% of our students score about average. About 44% of our students are one or more grade levels below average with this domain.
- Vocabulary--35% of our students are at grade level or higher with 24% of our students score about average. About 42% of our students are one or more grade levels below average with this domain.

In meeting with PLCs, we believe attention and work in the areas will help us in supporting our students:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

MAP Math Data Analysis

- Based on our Fall MAP data, nearly 19% of our students are expected to meet and exceed state standards in Math. Specifically, 15% of our 6th grade students are projected to meet and exceed state standards; 29% of our 7th grade students are projected to meet and exceed state standards; 15% of our 8th grade students are projected to meet and exceed state standards.

By domain, the following are areas of need:

- Operations and Algebraic Thinking--23% of our students are at grade level or higher with 20% of our students score about average. About 57% of our students are one or more grade levels below average with this domain.
- The Real and Complex Number Systems--24% of our students are at grade level or higher with 26% of our students score about average. About 50% of our students are one or more grade levels below average with this domain.
- Geometry--16% of our students are at grade level or higher with 21% of our students score about average. About 63% of our students are one or more grade levels below average with this domain.
- Statistics and Probability--21% of our students are at grade level or higher with 20% of our students score about average. About 59% of our students are one or more grade levels below average with this domain.

In meeting with PLCs, we believe attention and work in the following areas will help in supporting students:

- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Attend to precision

Moreover, approximately 75% of our students passed earned a 2.0 GPA--which indicates we will need to continue exploring strategies and supports to increase student engagement and explore grading practices. Highlights from the data were, 100% of our Filipino students earned a 2.0 GPA or higher and over 80% of Asian and Foster Youth earned a 2.0 GPA or higher.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.24
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74
Site Specific Measures: Percent of EL students earning 2.0 GPA or higher at 1st Semester	58%
Site Specific Measures:	

These data points indicate:

Our EL Academic Data indicated a -0.24 CGI score in Reading and a -0.74 CGI score in Mathematics. These data points indicate that we are below the standard norm. In diving in to the data, our EL students need the following support in:

- Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determining central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyzing how and why individuals, events, or ideas develop and interact over the course of a text.
- Building vocabulary and language development

Moreover, approximately 58% of our EL students earned a 2.0 GPA--which is an 18% increase from the previous year. Specifically, 38% of the 90 ELD students earning a 2.0 or higher were 6th grade students; 24% of the 90 ELD students earning a 2.0 or higher were 7th grade students; 36% of the 90 ELD students earning a 2.0 or higher were 8th grade students. Finally, 8% of our ELD students earned a 3.5 GPA or higher and 9% of our ELD students earned a 3.0 GPA.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 12% Level 3: 36% Level 2: 30% Level 1: 22%
2020-2021 ELPAC Listening Domain: % by Performance Level	10% - Well Developed 67% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	53% - Well Developed 29% - Somewhat/Moderately Developed 18% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	8% - Well Developed 31% - Somewhat/Moderately Developed 61% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	4% - Well Developed 75% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)

	21% - Beginning Development
Site Specific Measures: Winter MAP Reading: Average Growth percentile	36.85%
Site Specific Measures: Grade Distribution	EL Students A B C D F 6th 8 12 8 8 15 7th 7 10 9 6 14 8th 8 10 13 13 12 Math Grade A B C D F 6th 10 13 14 6 9 7th 0 10 17 6 12 8th 12 11 18 9 5

These data points indicate:

There is a high percentage of students who are at beginning level for reading, which means research and provide strategic support in the domain of reading; this trend is also similar with writing. A large percentage of our students are at the beginning level for writing, which means that we need to develop and align writing processes to help students answer questions effectively and use appropriate conventions. Since reading is related to writing, we will need to research reading strategies to support EL development.

Moreover, our Winter MAP data demonstrates that we have a little over 1/3 of our EL students meeting projected growth targets on the assessment. There is a need to support our 7th grade EL students as they are not making the same progress as our 6th Grade and 8th Grade students.

Based on our ELPAC data, our 6th-grade students maintained the same percentage of students scoring Level 4 on the ELPAC exam, and our 8th-grade students increased by 7% of students achieving a level 4 on the ELPAC test. Unfortunately, our 7th-grade students decreased by 8%--which there needs to be more support for students as they enter their 8th-grade year. Moreover, the data revealed a need to provide additional support and training for teachers around reading strategies that support English language development in reading, writing, and listening. A significant number of students are scoring at the beginning level and developing level that we have in years we offered in-person learning. Our ELPI data also reveals that we have had many students decrease their ELPI scores from 2020-to 2021. About 40% of our EL students increased an ELPI Level, and about 28% maintained their level. Unfortunately, 32% of our EL students decreased an ELPI level during Distance Learning.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	27% family responses
Site Specific Measures: Parent Workshops Average Attendance	15 average parent participant
Site Specific Measures: School Climate: Families	255 responses

These data points indicate:

For the 2021 school year we only had 27% of parents participated in the parent survey. This year met the District's goal of 25% participation. Though the average attendance is low, the quality of interaction and discussions were valued by the family that attended. We think that the low attendance may be due to the pandemic; however, we need to work on increasing parent participation to receive important information.

Additionally, we increased our family participation in our PBIS School Climate survey by 103 participants. We had a total of 255 families participate which was a success. The data from this report has identified the following areas to explore for support:

- *Parental Involvement--volunteering and attending events at our school
- *Interpersonal Relationships--student recognition, parent communication, and students feeling successful

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

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

These data points indicate:

ELD Evaluation

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

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

The implementation of Integrated ELD has been effective as students have demonstrated growth in state data and a notable increase in the use of essential routines that build literacy since returning from distance learning. Based on our ELPAC data, our 6th-grade students maintained the same percentage of students scoring Level 4 on the ELPAC exam, and our 8th-grade students increased by 7% of students achieving a level 4 on the ELPAC test. Unfortunately, our 7th-grade students decreased by 8%--which there needs to be more support for students as they enter their 8th-grade year. Moreover, the data revealed a need to provide additional support and training for teachers around reading strategies that support English language development in reading, writing, and listening. A significant number of students are scoring at the beginning level and developing level that we have in years we offered in-person learning. Our ELPI data also reveals that we have had many students decrease their ELPI scores from 2020-to 2021. About 40% of our EL students increased an ELPI Level, and about 28% maintained their level. Unfortunately, 32% of our EL students decreased an ELPI level during Distance Learning.

Based on instructional walk-through both at the site level and district level, teachers are employing a variety of receptive and productive language strategies to build students Writing, Inquiry, Collaboration, Organization, and Reading skills. The observed lessons

Production

- Writing--38%
- Speaking--18%

Receptive

- Reading--44%
- Listening--18%

As students score lower on the Reading and Writing Domain of the ELPAC, we will need to identify evidence based strategies to support Reading and Writing via the curriculum. We noted that during distance learning, many students were not in the habit of reading text or writing as they had in the past. It was evident that teachers increased opportunities for students to read and then communicate their understanding and learning in writing.

Moreover, our Integrated ELD program was effectively implemented because of our efforts to make students college and career ready. Based on our instructional walk-through template, all staff member uses Writing, Inquiry, Collaboration, Organization, and Reading Strategies to provide focused support for our EL students. To clarify, the Instructional feedback form noted that teachers used the following strategies when leaders observed classes:

- 52% of the lessons required students to write
- 41% of the lessons required students to inquire
- 35% of the lessons required students to collaborate
- 30% of the lessons required students to organize their thoughts or learning
- 44% other lessons required students to read a text or passage

These strategies support our EL students in their language acquisition and development as a scholar. Teachers are using instructional strategies to support work, but there is a need to explicitly develop a tool to help teachers identify needs and lists best practices to support EL students at different levels--Emerging, Expanding, Bridging. We would like to see language goals or targets developed within units of study.

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

Our Designated ELD has been implemented effectively. As shared in the previous section, our ELPAC data has demonstrated improvement from 2018-2019 to 2019-2020 school year. All designated EL students receive specialized instruction from an EL authorized instructor who provides instruction for English Language Development utilizing our District approved curricula. Moreover, the master schedule provides opportunities for our EL students who need more language support to receive additional support throughout the instructional day in core classes.

Our designated ELD students are enrolled ELD, ALD, AVID classes where the instructors have developed a routines for our students to practice the four-domains of literacy. Moreover, the master schedule enables our bilingual aides to support first instruction for students in core classes and they meet with students before, during, and after instruction as needed. Though teachers are requiring students to write and read in class, there is a need to provide focused strategies to build vocabulary and stamina. Specifically, students need more practice with words in context.

Regarding instruction, teachers employ a plethora of strategies to support EL development across the curriculum. Teachers use programs to provide additional opportunities for ELs students to practice their listening skills and nearly all lesson require students to employ all domains of the learning process. After attending AVID training, teachers require students to check their grades, organize their bags/folders, and actively collaborate with their peers.

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.

After examining data from State and Local assessments as well as meeting with our ELAC, the following adjustments are needed to improve the implementation of the ELD program at Southridge:

- develop an alignment plan for all feeder schools to support English language development at all levels, especially at the elementary level, as it will help in their transition
- increase parent workshops so that parents can support students at home
- increase more student support time, especially during this time of Distance Learning

Mathematics

- create more opportunities for language and vocabulary development in mathematics with an emphasis on developing EL students' receptive language skills
- provide supportive instruction in Spanish to ensure that concepts and ideas are reinforced in their primary language to help grasp concepts in mathematics

ELD

- develop more opportunities for students to practice language development outside of the traditional schedule
- provide teachers with additional hours to assess student learning and build common assessments

Comprehensive Needs Assessment

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

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

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Southridge Tech 2021-2022 Parents Survey Report</p> <p>This year, we met our District's 25% Parent respondent goal. Based on the data, the majority of the parent participants responded favorably to our inclusion efforts, school environment, and policy awardness. These indicators were above 80% interactions. The majority of the families also noted that the information provided from the school was adequate, and they responded favorably to that communication. Over 90% of the families expressed or indicated that we made great efforts for inclusion. Nearly 87% of the families noted that we provide a positive learning environment.</p> <p>Areas of opportunity based on the parent survey were in our learning model at 50% though it did increase by 4% from the previous year. families scored us higher in the area of School Fit with an increase of 10%; however, our family engagement is an area of opportunity as parents honestly shared they participate in school events and functions at 7%.</p> <p>2021 - Annual Student Climate Survey Data The data noted the following increases in student perception for the 2021-2022:</p> <ul style="list-style-type: none"> • 83% of our students reported Other Risks, a 4-point change from the previous year. • 71% of our students noted favorable self-management, which is a 1-point decrease • 65% of the students know that they needed to work on their attendance which is an 8-point increase • 49% of the students shared that they value school, which was a 2-point increase from the previous year. • 46% of our students indicated a positive self-efficacy which was a 9-point increase from the previous year and our most significant increase this cycle • 42% of our students noted a sense of belonging, a 6-point increase from the previous year. <p>The data noted the following decreases in student perception for the 2021-2022:</p>

Analysis of Qualitative Data

- 73% of our students responded favorably in the domain of substances and student interactions which is a 9-point decrease and most significant decline
- 61% of the students indicated favorably that staff in the school sets rigorous expectations, which is a 2-point decrease
- 63% of the students answered they felt positive about school and learning in general, which was a 2-point score decrease from the previous year.
- 54% of the students favorably that we offer a quality school environment.
- 49% of the students responded favorably that there were positive teacher-student relationships, a 6-point decrease from the previous year.
- 45% noted a positive school climate which was a 6-point decrease from the previous year.
- 24% of our students reported positive learning opportunities, which was a 3-point increase from the previous year.

In diving deeper into the data, it became evident that students were eager to return to in-person learning. Nonetheless, there is much-needed support in their interpersonal skills. Students seem to need more practice still, and explicit teaching in how to have appropriate conversations, respond appropriately to correction and give one another feedback both academically and socially. As a staff, we will have to employ social and emotional learning opportunities as noted by some of the questions and practices, and strategies to help build student self-efficacy and increase intrinsic and extrinsic motivation.

Spring 2021 Social-Emotional Learning: Student Competencies and Supports

In Supportive Relationships, 80% of our students responded positively. Nearly 89% of our students said they had family members or adults outside of school who they could count on, and they had adults in their life with whom they believed they could be themselves. However, 42% of the students noted that they did not have somewhat on campus with whom they felt comfortable being themselves around.

In Self-Management, nearly 73 % of our students noted that they could self-regulate and manage their anger frustration and ignore distractions from others. In addition, 51% of our students said that they could respond calmly when bad things occur at 63% of our students noted that they could pay attention and resist distractions from others. And 61% of our students shared that they could manage their time and get work done immediately. Based on these responses, we need to work on supporting students and their self-management.

Regarding Teacher-Student Relationships, 61 % of our students noted that they had positive teacher-student relationships based on respect. Nearly 86% of our students said that teachers were respectful towards them. However, only 55% of our students said they believe their teachers would be concerned if they came to class upset. 52% of our students shared that they thought their teachers would be excited to see them if they returned three years later, and 55% of them noted that they would be excited to have their teachers again. We will need to work as a staff to help build student rapport while maintaining a safe and orderly campus still.

Regarding Grit, 53% of our students shared that they could persevere through setbacks to achieve crucial long-term goals. This number might be low as 43% of the students noted that they do not stay focused on the same plan for several months, and many of them equally expressed that they would not continue on a project or task if not successful. They would not try it again. The data reveals that we need to help students understand that growth occurs through perseverance and from correcting mistakes, especially after reflecting and evaluating the situation.

Regarding Emotion Regulation 50%, this is an area of opportunity as it ties to students' grit, relationships, and self-

Analysis of Qualitative Data

management. Many of the students scored lower on items requiring them to control their anger and respond rationally. Many of these will come in time as students get older and mature. It also shares that we may need to provide workshops and little mini lessons to help students learn how to cope and control their emotions during difficult situations.

Regarding Growth Mindset, 48 % noted that they exhibited and approached situations to understand that they can be successful provided there was a positive mindset. This is an area focus as students are learning and developing Grit. This is closely related to perseverance, and many students scored lower on questions that dealt with not giving up and understanding they need to build their character and that success is not always based on talent.

Regarding Sense of Belonging, 53 % expressed a sense of belonging at school and had others with whom cared about them deeply. The items in which students voiced concern were in interpersonal relationships with their teachers and adults on campus. There is a need to help build relationships to help students feel like they belong here on campus.

Regarding Self-Efficacy, 49% that day believed that they could succeed in achieving academic outcomes. Specifically, students noted that they struggled with retention strategies and did not believe they could remember all the content they learned this current school year for next year. There is a need to help students see that they retain information. This might be as simple as saying you know this information and building opportunities to use previous learning experiences and more related projects. As we work on our vertical alignment, students might see that their learning is more connected.

SPSA Priorities and Admin Directed Day Feedback Survey

Areas that they expressed more professional development in as we return two in-person learning where as follows:

- Increase opportunities for students to access curriculum and support their learning
- Unlock features in programs for mathematics such as Desmos, Big Ideas, etc..
- Attend training to build capacity in subject content specific areas
- Create opportunities for staff team building as changes in composition due to COVID, retirement, and promotion

Classroom Observations

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

Southridge Tech Middle School sees instructional feedback and peer-observation as an integral part of the professional development process. During the 2021-2022 school year, we have conducted:

Number Instructional Observation/Evaluation

65 Informal observations using our Southridge tech Informal Instructional Coaching Tool

28 Formal observations/evaluation

4 Curriculum Observations and Demonstrations

3 Partnership visits—Microsoft Education/Schools to Watch Redesignation/IB Site Visit

After each visit, the team meets to provide instructional feedback centered on observed celebrations and next steps in future professional growth. In addition, the team consistently crafts an email to send to the teachers that highlight best practices and areas of opportunity. Teachers review this feedback during their professional learning communities and work collaboratively to see how they can improve as a team. We summarize observed best practices observed during instructional walk-throughs and regularly share data with staff as it becomes available.

Analysis of Qualitative Data

Furthermore, our primary data source derives from our site instructional tools and District walkthrough forms. Teachers utilize various strategies and cognitive tasks for students to demonstrate proficiency and mastery of their content standards. Many of these cognitive tasks require students to write essays and construct responses, solve word problems and performance tasks, take focused Note-taking, and use their Interactive Notebooks. We have developed a Writing Resource Book to support our diverse learners and staff members calibrate and discuss writing practices.

While teaching, teachers use various supportive classroom structures to help students move to higher levels of thinking. Of the lessons observed, the most employed supportive strategies noted were process posters/signs, graphic organizers, exemplars, visual diagrams, video clips, audio supports, and frequently modeling or skill demonstration. Moreover, teachers employed WICOR strategies to help students access a rigorous curriculum.

Finally, most of the anecdotal feedback encouraged teachers to provide focused differentiated instruction to meet the diverse learning needs of student groups and develop learning experiences that effectively take students through more profound levels of the standard. There was a need to increase the depth of knowledge and rigor employed during cognitive tasks to ensure that they are better prepared for high-stakes tests that require them to answer questions that exceed essential questioning, Paraphrasing, or summarizing.

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)

Southridge Tech uses data from State assessments to drive our instruction by examining specific domains and claims to help us identify both strengths and weaknesses so that teachers can maximize the learning experience in the classroom. Teachers use areas of strength to help them build and learn skills that may need more support such as reading and writing. The data from our state assessment also help us make changes in the types of learning experiences we offer throughout the school year.

Moreover, we use our Reading and Math MAP assessments to guide instructional decisions. Once teachers administer the MAP assessments, teachers use the data to develop differentiated groupings for learning centers to meet specific needs in the

Standards, Assessment, and Accountability

classroom. Teachers develop rotation stations, small groups, or mini lessons where they provide targeted instruction to support academic growth and enrichment. Moreover, the data from these assessments provide feedback to help us identify weather certain professional development and PLC focus are working.

If a student is not finding success in more than one category, we facilitate a Student Intervention Team (SIT). The SIT has a vital role in creating a high achieving school, as expressed in the following goals:

- 1) enable teachers to teach students more effectively
- 2) would allow students to acquire academic and social competencies, achieve standards, become independent learners for life
- 3) create a collaborative culture among all staff.

Our SIT process leads to a discussion around other services and placement when needed.

Furthermore, we use state and local assessments to develop the master schedule, which has an effect on instruction. These assessments as well as other factors dictate our course offerings and programs.

Special Day Class- Is designed to help students who receive Special Education Services classified as SDC. Programs include Applied, Severely Handicapped (SH), and Autistic. Classes are offered daily and instructed by Special Education Teachers who support them in all their studies. All students receiving services are placed according to their Individual Education Plan.

504 Plan- The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Reading and Math Intervention- To accelerate the rate at which students develop literacy skills (comprehension, vocabulary, & fluency). Read 180 provides highly structured & systematic instruction targeting individual student's needs. Read 180 is a supplemental intervention that does not replace the core ELA curriculum.

Reading

- Reading Inventory (RI) Lexile Score of:
 - o 6th Grade: Below 730
 - o 7th Grade: Below 770
 - o 8th Grade: Below 850
- MAP Reading RIT Score: Low Percentile <21 or Low Average Percentile 21-40
- CAASPP: Not Met/Level 1 or Nearly Met/Level 2
- Report Card ELA Grade of D or F
- Teacher Recommendation

Math

Math Inventory (MI) Quantile Score:

- MI 200-450 Course A
- o MI 451-650 Course B
 - MAP Math RIT Score: Below 30th Percentile

Standards, Assessment, and Accountability

- CAASPP: Not Met/Level 1
- Report Card Math Grade of D or F
- Teacher Recommendation

Resource Specialist Program (RSP)- This is designed to help students who have Special Education services be successful. These courses are designated the content areas of language arts and math and are offered daily. All students receiving services are placed according to their Individual Education Plan.

Advancement Via Individual Determination- AVID is designed to increase the number of students who enroll and succeed in higher education and support post-secondary planning.

Entrance Criteria:

- Student Application/Interview
- In the Academic Middle with Average GPA
- Average Test Scores
- College Potential with Support
- Good Attendance
- First Generation in Family to Attend College

Advanced Math Grade 6—This course contains standards from both grades 6th and 7th. The additional content demands a faster pace for instruction and learning.

Advanced Math Grade 7—This course contains standards from both grades 7th and 8th. The additional content demands a faster pace for instruction and learning.

Entrance Criteria:

- 6th Grade MAP Math RIT: >80th Percentile of Spring RIT
- 7th Grade MAP Math RIT: >80th Percentile of Spring RIT
- Above Average Math Grades
- Teacher Recommendation

Integrated Math 1 is to formalize and extended the mathematics that students learn in Advance Math 6 and Advance Math 7 working with concepts such as linear and exponential functions, using transformations to understand symmetry and congruence, solving system of equations and inequalities, and analyzing data.

Entrance Criteria:

- MAP Math RIT: >80th Percentile of Spring RIT
- Above Average Math Grades
- Teacher Recommendation

Use of state and local EL academic performance and language development data to determine EL student and program needs.

ELD- Students who score in Level 1 on the ELPAC are enrolled in the ELD 1/2/3 courses. Students receive focused instruction in English to increase students' reading, speaking, writing, and listening skills using our District approved curriculum. Site

Standards, Assessment, and Accountability

	<p>administrators, the EL monitor, and Classroom teacher(s) support our EL students. We provide additional language support in SEI courses with small classes and a bilingual aide.</p> <p>Moreover, we offer ALD I and ALD II courses to our 6th-grade students who score in the 2h-3L range on the ELPAC and an ELD AVID elective to 7th and 8th-grade students. These classes provide instruction using our District Curriculum and instructional strategies for supporting language support and development via the AVID curriculum. Teachers develop routines where students practice each language domain weekly. Students receive focused instruction in English to increase students' reading, speaking, writing, and listening skills. Students are monitored by the Site Administrator, EL Site Monitor, & Classroom Teacher(s).</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Southridge Tech administration team, instructional leadership team, School Site Council, and English language advisory committee discuss the school actions and services at every meeting throughout the year to monitor implementation and outcomes. In addition, the Admin team updates those present to ensure that all members know what actions and services were offered and the impact.</p> <p>As data becomes available, the Administrative team shares it with stakeholders. We revised actions and services to address students' needs. In April SSC and ELAC evaluated actions and services and provided input for modifications for the 2022-2023 school year.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>As noted in the previous section, the same process is followed and working with funding allocated to support English language learners at Southridge tech. In the spring, as Southridge Tech begins to receive scores from the ELPAC assessment and other local matrixes such as grades and MAPS data, the administration, ELD coordinator, and bilingual aids start to look at placement for the following school year of our English language learners. We also begin to identify needs that should be considered for the master schedule, course offerings, and other services to support our English language learners' academic and language development.</p> <p>In the fall, the administration meets with The English language advisory committee to review the year's budget and program goals. These goals are then broken down into various services we provide for our English language learners, and we review our progress towards reaching the goal as outlined by our plan. If there are any changes in service for any reason, the administration always presents the information in writing and vote to ensure that all stakeholders are involved in the process.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • We would like to increase the time allocated to analyze and discuss actions and services in more detail. • We need to find effective methods of frontloading information before the meeting. 	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>The professional development at Southridge Tech occurred every other Wednesday during Designated MOU day. The instructional leadership team provided a survey that collected data based on a self-assessment of instructional needs and programs to support student learning.</p> <p>Moreover, additional opportunities for professional development took place outside of the traditional workday. These opportunities ranged from developing college and career skills via the program avid, focused notetaking and increasing proficiency in mathematics and English.</p> <p>Some teachers have attended the following off-site training were:</p> <ul style="list-style-type: none"> • AVID 6 C's of Common Core • AVID PATH to Schoolwide Training- Academic Language and Literacy • AVID Path to Schoolwide Training- Student Success • AVID Path to Schoolwide Training- Writing • Implementing the MYP curriculum <p>Administration and the ILT encourage teachers to collaborate with district Teachers-on Special-Assignment and peer-driven development to refine teaching practices. These opportunities include Discovery Techbook Implementation, Microsoft Office 365 Apps and Tools, and PLC lesson and curriculum planning. This upcoming year, our Science teachers will be implementing their new textbook which will require additional support and time for implementation.</p> <p>Moreover, teachers also work together to identify growth areas for each PLC. These areas are based on data from state exams and district and site common assessments to strategically provide more focused instruction for extended learning opportunities, intervention courses, and target groups. At the beginning of each school year, we use MAP assessments to baseline data for reading and math skills. We use this data to help us identify students for intervention coursework and identify potential expenditures for additional resources to support specific areas of need for teacher and student development. Moreover, teachers examine their data and determine what students need to know and which need additional support; they then develop a plan to address these students' needs. Formative and summative assessments are used to evaluate student progress towards their educational goals.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>As we work to build capacity, the administration team works with our ILT, Beginning Teach Support and Assessment (BTSA), and District TOAs to support the professional development needs of veteran and probationary staff members. Those in supportive roles meet with PLCs to research best practices, model strategies, and facilitate content-specific discussions. Our TOAs develop and promote professional developments and support educators who request assistance. The new teachers have visited a mentor's classroom and other classrooms to observe different styles and techniques. Additionally, these teachers are participating in our district's (BTSA) program.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Peer feedback is encouraged and practiced in all core courses. Instructional walkthroughs help teachers, administrators, and staff identify areas of strength, need, and rigor. All staff is encouraged to participate in Instructional Rounds (IR) to help develop their assessments and improve instruction.</p>

Staffing and Professional Development

For the 2023 school year, we will work to develop this practice as substitutes are readily available. Our process will have teachers observe their peers' practices and provide immediate non-evaluative feedback from a team of peers. As in common practice, teachers will focus on three core instruction areas: 1) best practices, 2) cognitive tasks, and 3) learning targets. Teachers use this feedback to create and establish departmental norms and procedures, ultimately increasing their efficacy. The IR facilitator will email the PLC team, district Teacher on Assignment (TOA), and administration.

We have divided our students into smaller learning communities where teachers can develop interdisciplinary lessons; our leadership team is developing a plan to help foster more multidisciplinary units of study and problem-based learning.

The administration supports this practice by providing substitutes so that teachers can observe colleagues at their convenience.

Identified Needs based on Findings:

- There is a need to provide professional development that focuses on literacy and language development across the curriculum during blended learning based on discussion at SSC, ELAC, and Teacher Professional Development Surveys
- There is a need to provide teachers with additional hours to deconstruct, develop, and assess student learning and build common assessments/projects as determined at SSC and expressed on STSM Professional Development Surveys
- There is a need to provide opportunities for Staff to observe instructional practices and to receive feedback members who are experts in their content.

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:

- ELA Grades 6-8 Study Sync
- Mathematics Grades 6-8 Big Idea and Discovery Math Techbook
- Science Grades 6-8 Amplify
- Social Science Grades 6-8 TCI History Alive!

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 invention teachers provides targeted literacy support through AVID, Math Techbook, and C-STEM programs. The student intervention team reviews data

Teaching and Learning

	and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	Fontana Unified School District has adopted and purchased state-approved instructional materials in history, Science, Mathematics, and English. All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, FUSD has identified students who need intervention and provided access to intervention materials intended to meet their needs. Students who participate in the Resource Specialist Program also have access to instructional materials that support attaining goals as outlined in their Individual Educational Plans.

Identified Needs based on Findings:

- There is a need to provide teachers with ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- There is a need to continue using and analyzing common formative assessment data in grade-level teams to plan differentiated instruction based on student needs.
- There is a need to continue building our instructional staff's expertise in creating learning targets and success criteria for Teacher Clarity.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	<p>If students are not experiencing success in any class, teachers use various strategies, including adjusting or modifying assignments. In addition, many teachers provide ongoing individual and small group tutoring before school, at lunch and break, and after school.</p> <p>We provide additional learning support for students who may not be meeting grade-level standards. Some students are enrolled in AVID classes and/or support classes. Students enrolled in these classes are provided with additional practice or opportunities to engage with the curriculum. Some are scheduled in smaller class sizes, specifically in mathematics and language arts, for extra, more deliberate support in meeting each claim domain within the content. All elective teachers also employ AVID strategies that help students learn how to: take notes, organize and plan, monitor, and check their grades. Students in need of extra support receive weekly intervention within the classroom and/or in intervention pull-out groups.</p> <p>Special Education Students receive instruction based on their Individual Educational Plan (IEP). In addition, we offer multi-level services to students to ensure more flexibility and provide them with the least restrictive environment. However, due to COVID-19, some of the services have changed as there has been a need to implement distance learning; if we return, these services will be adjusted to ensure students are successful.</p>
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Opportunity and Equal Educational Access

	<p>Gate students have access to additional learning opportunities outside of the traditional day and, in some cases, during the day. These opportunities range from computer coding to visual and performing arts expression.</p> <p>Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score. In addition, programs such as ALD and AVID are used to engage students and provide leveled practice.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Based on the most recent CAASPP data, there are notable disparities with specific student groups such as Special Education, EL Students, and our African American students regarding ELA.</p> <ul style="list-style-type: none"> • SPED students have a 100.3-point deficit to meet the standard. The dashboard also revealed that they had maintained their absenteeism. • African American students have a 21.1-point deficit to meet grade-level standards. • EL students have a -98.5 DFS, a decline of 2.4 points, while our Reclassified English Learners noted an 11.7 DFS, which was an increase of 15.9 points <p>There are notable disparities with specific student groups such as Special Education, EL Students, African American students, Low SES, and Hispanic students.</p> <ul style="list-style-type: none"> • SPED students have a 150-point deficit to meet the standard • African American students have a 102.8-point deficit to meet grade-level standards • English learners saw a noted -149.4 DFS, which as a decline, and our Reclassified students noted a -54.4 DFS; also a decrease (6.9 points) • Hispanic students have a 70.8-point deficit to meet the standard <p>Attendance Needs An overall decrease of 2.7 in our chronic absenteeism for the 2019 school year to 2021 school year for the all student groups There is a disproportionality in the chronic absenteeism with students with disability in comparison to all student groups Some student groups such as Black/African American, English Learners are at least 1 or more percent higher than the absenteeism average. We have developed programs to help engage students.</p> <p>Discussion of Causation SPED Student Causation: One possible cause might be a result of attendance; though the dashboard has noted that they maintained their status, the number of days absent is still relatively high. Additionally, we have been pushing for more inclusive practices over the past two years. Therefore, some of the shifts in classroom instruction and environment may be a factor.</p> <p>African American Student Causation: We need to develop reciprocal partnerships between families, children, teachers, and schools. The achievement of all students is encouraged and supported at home and school. However, there are not many cultural events that celebrate African American culture, and there have not been cultural celebrations and recognition in the curriculum. Also, there is a need to select curricula and use teaching practices that are developmentally and culturally appropriate for working with African American Students.</p>

Opportunity and Equal Educational Access

	<p>English language learners Causation: We need to provide more focused vocabulary instruction that promotes high-frequency vocabulary learning via the content. Additionally, there is a need to develop concentrated lessons that build on EL strengths (receptive skills--listening and productive skills--speaking) and reinforce and develop their writing and reading skills. Finally, there is a need to create workshops to teach parents how to learn more about technology, programs, and curriculum.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The following actions/services were effective in supporting ALL students and fully implemented:</p> <ul style="list-style-type: none"> • Offered a bridging academic skills and literacy summer bridge program by providing additional hourly time to develop lessons and planned differentiated instruction and instruct students outside of the traditional calendar year • Refined our RTI framework that requires that students make up missing assignments to decrease Ds and Fs by providing additional hourly time to develop lessons that differentiate instruction and revise pacing guides to support remediation and support of student learning in Math and Language Arts; essentially, they were to work as a PLC. • Differentiated instruction and provided blended learning through instructional technology and additional printing services. • Offered enrichment opportunities in literacy and STEM-related fields by providing hourly time and purchasing instructional materials • Providing tutoring and extended learning opportunities After School. <p>Regarding access to STEM-related coursework and curriculum, we provided opportunities during the instructional day for students to gain access to STEM-related activities through our technology classes. We contracted United Engineering League to deliver our coding curriculum to our 6th-grade students, and we provided access to interested students after school. We determined this expenditure to be substantially implemented and we have offered after school programs for our GATE, Advanced Learners, and Socioeconomically disadvantaged.</p> <p>Fully Implemented</p> <p>1.1A Provide additional time for PLCs to focus on the 4 key questions to improve English literacy and Math proficiency</p> <p>1.1C: Provide a bridge program to support incoming students in literacy and mathematics to assist in transitioning from elementary to middle school</p> <p>1.1D: Implement small group instruction and deliver differentiated instruction through blended learning opportunities to increase students' achievement in all content areas.</p> <p>1.1E: Provide extended learning opportunities to increase language proficiency, Reading Writing, Listening, Speaking and Mathematics</p> <p>1.1F: Provide Professional Development to improve 1st instruction and teaching practices for all students</p> <p>1a3: Provide additional language support in designated and integrated ELD courses to help EL students comprehend key concepts in classes</p> <p>1B2: Provide additional time for teachers to develop differentiated lessons that allow students to use their productive language via writing and speaking using sentence starters and graphic organizers.</p>

Opportunity and Equal Educational Access

Substantially Implemented

1:1.1B: Provide student academic achievement awards to improve ELA and math achievement

1a2: Provide additional time for teachers to develop lesson plans using evidenced based reading strategies across the curriculum to support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening)

1B1: Provide opportunities for EL students to practice their receptive and productive language outside of the traditional day to improve their reading and writing skills.

Partially Implemented

1a1: Provide additional language support for EL students to practice academic vocabulary and language acquisition via the content

1.1G: Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home

Not Implemented/Minimally Implemented

1.1H: Increase academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide; we need more planning time with staff and teacher were stretched due to increased student needs and support.

1a4: Provide professional development on research-based reading comprehension strategies to improve instruction for EL students in designated and integrated ELD courses

1B3: Provide opportunities for teachers to attend and engage in professional development to learn how to develop lessons that build students' productive and receptive language development. However, we moved this expenditure to another goal.

1B4: Provide opportunities for parents to learn more about the ELD program and ELPAC and domains of literacy: Reading, Writing, Listening, speaking to support their students at home.

Documented Benefits of SPSA Actions:

- Increased number of teachers employing strategies that support productive and receptive language skills
- Decreased in D's and F's for English Language Learners
- Increased math proficiency on I-Ready Math Assessment for all Grade Levels and Map Assessment in Math
- Met learning targets on Math MAP Assessment
- Increased reading proficiency on I-Ready Reading for all grade levels
- Increased evidence of reading and writing across the curriculum and teachers employing instructional practices to build writing via content
- increased access to STEM related curriculum from industry recognized professionals
- Increased collaboration and vertical alignment via departments
- Increased participation in parent surveys and community events
- increased opportunities for teachers to receive training in areas they believe they need more development in supporting students

Documented Needs of SPSA Actions:

- Tutoring for at-risk students was not implemented due to lack of availability of teachers to provide tutoring after school

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- There is a need to consider contracting consultants or programs to support at-risk students outside of the instructional day.
- There is a need to develop reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and school
- There is a need to select curricula and use teaching practices that are engaging African American students to succeed academically.
- There is a need to develop lessons that build on EL strengths (receptive skills--listening and productive skills--speaking) and reinforce and develop their writing and reading skills.
- There is a need to provide more opportunities for parents to learn more about the ELD program and ELPAC and domains of literacy: Reading, Writing, Listening, speaking to support their students at home.

Parental Engagement

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

Southridge Tech offers a wide range of support to students and their families. Administrators and counselors regularly meet with students and families. Southridge provides various site, district, and community resources. At our site, we have health office staff, Special Education staff, School Psychologist, Community Aide, and an Outreach Liaison. These individuals are readily available and eager to find support within the district, if it is not accessible or available on campus.

One major resource we have is our Community Liaison, who connects families with additional resources and helps families with attendance issues. We also support families by hosting a variety of parent education activities such as Family Math Night, Coffee with the Principal, and ELAC parent workshops.

For the 2021-2022 school year, we offered the following opportunities to engage parent and community members:

- 5--ELAC meetings
- 7--School Council Meetings
- 1--Cultural Event Dia De Los Muertos
- 2--Music Showcases
- 2--Dance Showcases
- 1--Art Showcases
- 1--IB Community Project Showcases
- 1--Talent Show
- 6--Coffee with the Principals

Parents also shared that they were worried about students transitioning from elementary school to middle school. Traditionally, students who attended the Summer Bridge program have the opportunity to receive additional instruction in English Language Arts, mathematics, AVID strategies, and STEM related curriculum. We have hosted/facilitated campus tours

Parental Engagement

or our Summer Bridge program. During our SSC and our ELAC, parents shared that they want us to continue offering summer bridge. They appreciated our WEB event which provided an opportunity to interact with peers and make friends.

Additionally, parents have expressed that they wanted more opportunities to participate in the learning experiences offered at Southridge Tech. Specifically, they wanted more opportunities to learn about the different technological platforms that we use during instruction as well as how they could track and monitor their students' progress to support their student's learning at home.

Identified Needs based on Findings:

Parents have expressed that they wanted more opportunities to participate in the learning experiences offered at Southridge Tech. Specifically, they wanted more opportunities to learn about the different technological platforms that we use during instruction as well as how they could track and monitor their students' progress to support their student's learning at home.

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>Southridge Tech used State and local funds to address our underperforming students' academic, social and emotional, and college and career needs. We provided incentives to recognize students who demonstrated improvement in academic achievement and offered additional learning opportunities to help students improve their grades and language development skills. Additionally, we hired college tutors to help with differentiation.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Southridge Tech utilized federal Title I funding to address the achievement gaps in math and language arts by providing college tutors to support underperforming students in specialized programs and during core instruction. We also offered supplemental materials and resources to help teachers scaffold and differentiate concepts for their students.</p> <p>As we returned from Distance Learning, the funding also helped us continue implementing our Advancement via Individual Determination (AVID). Finally, we provided additional opportunities for Professional Learning Communities to collaborate and plan differentiated lessons.</p> <p>Moreover, we funded Student Intervention Team coordinators who worked with certificated and classified staff members to analyze student and team data, monitor student progress, and provide insight to our Tier 1, Tier 2, and Tier 3 teams. Unfortunately, these coordinators have not used the hours due to time as we expected. However, based on consensus, SSC still wishes to allocate the fund next year as staff and students become more acclimated to in-person learning.</p> <p>We also provided United Engineering League for 6th-grade students in their elective classes. In addition, we offered additional technology design and 3D printing opportunities in our research and technology lab for underperforming students. The UEL</p>

Funding

gives students access to the STEM curriculum, and it gives them real-life applications in Science, Technology, Engineering, and Mathematics. Finally, we provided teachers with opportunities to participate in AVID training to help meet the needs of underperforming students.

Additionally, we provided additional opportunities for parents and families to interact with staff, students, and community members. We have provided workshops to help with monitoring stress, supporting students at home, and building their technical skills.

Identified Needs based on Findings:

- There is a need to continue additional enrichment and supportive learning opportunities for students during the instructional day and outside the traditional school day.
- There is a need to find additional programs and staff to help meet curricular needs outside of the instructional day.
- There is a need to identify evidenced-based parent workshops that focus on supporting student learning building literacy, and mathematical competency for our underperforming students.

Stakeholder Involvement

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

From December to March, SSC performed progress monitoring on the SPSA actions and services. Overall, most actions were substantially implemented with the exception to training staff and parent groups. To clarify, it did not make sense to pull teachers from virtual instruction to attend meeting/trainings. Additionally, we had not identified trainings that focused on leadership development and virtual support in the home which were the topics that parents were the most interested. Some parents also expressed concern with burn-out themselves from work and had little desire to attend another training/workshop.

In February, ELAC reviewed data from MAP Assessments, ELPAC completion rates, Reclassification rate to date. They suggested increasing the number of literacy and language building workshops.

In April, SSC and ELAC determined which actions to continue, modify, and discontinue based on the progress monitoring and anticipated needs of students and parents. All parent groups shared that they appreciated the increase in communication with parents via email, parent letter providing important contact information to teachers and additional services to support their students during the return.

In May, SSC approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Stakeholder Involvement

- There is a need to differentiate communication about the SPSA and Parent Committees with all stakeholders to meet their needs.
- There is a need to provide access links to meetings for all parent committees so that anyone can attend meetings virtually.

SWP Requirements

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	For the upcoming 2022-2023 school year, we will take the following provisions to foster student learning and development: <ul style="list-style-type: none"> • Provide opportunities for all students to engage in rigorous course work focused on reading and writing across the curriculum. • Schedule times for PLCs to meet with district TOAs and coordinators to support professional growth and subject knowledge. • Permit teachers time to practice the new strategies without their peers or admin visits. • Engage in peer observations to observe various strategies that promote student engagement and professional growth. • Engage in scholarly and research-based readings specific to the selected areas of needs: Cultural relevancy, Reading and Writing across the curriculum, and language development. • Engage in Targeted Learning Walks to identify evidence of implementation. They use this evidence to modify the course of the professional development and PLC content. PLCs will provide input on skills, strategies, and targets related to their PLC adapted calendar. 	Reading and Writing Across the curriculum August 2022-May 2023 PLC Meetings Weekly throughout the year 2023 Peer Observations October 2022-May 2023 Targeted Learning Walks October 2022 - May 2023
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	Our goal is to ensure teachers build their capacity to differentiate content to maximize learning for all students. Embedded in our everyday practices, we create immersive and inclusive experiences in which all students: General Education, EL students, Special Education Students, and Gifted and Talented Education (GATE) students, receive quality instruction via technology to explicitly build college and career skills that will help our students succeed in high school and their future careers. Technology has enabled teachers to provide instant feedback to students, model cognitive tasks, annotate a passage, and transition through a media—from any part of the classroom. In addition, it has enabled us to differentiate our instruction to meet the diverse learning needs of our students by utilizing programs such as Immersive Reader, Microsoft Office 365 programs, and other technologies.	1st Instruction Practices August 2022- May 2023
Address the needs of all children in the school, but particularly the needs of those at risk of not	To support students at risk of not meeting State academic standards, we will provide: <ul style="list-style-type: none"> • access to a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. 	Differentiated Instructional Practices August 2022 - May 2023

<p>meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> • Supportive supplemental curriculum such as iReady Reading and Math, ELD StudySync, and Math Techbook to assist struggling learners in meeting the Common Core State Standards' expectations. • additional opportunities for enrichment and intervention after school and during lunch • access to guidance counselors, Climate & Culture TOA, and Community Outreach Liaison for our most at-risk students 	
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Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-7.7	>= 7.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-68.9	>= -53.9
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.34	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.55	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	27%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> Based on Teacher professional development surveys, teachers need professional development focused on reading and writing across the curriculum. Based on CAASPP and ELPAC data, ELL, SPED, and African American students need to develop their reading and writing skills across the curriculum. Parent surveys and parent committees indicate a need to provide student academic achievement awards to recognize improvement in academic achievement. Parent committees, parent surveys, and student surveys indicate a need to continue offering programs that prepare our new students for the transition from elementary to middle school. CAASPP data shows students need more support developing their closed reading skills in both ELA and mathematics. CAASPP data notes that there is a need to provide professional development to improve 1st instruction and teaching practices of underperforming students Parent survey data, there is a need to identify evidenced-based parent workshops that focus on supporting students in building literacy and mathematical competency.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1.1A Provide additional time for PLCs to focus on the 4 key questions to improve literacy and proficiency via their content:</p> <ul style="list-style-type: none"> • What do students need to learn? • How will we know they have learned? • What will we do when they have already learned? • What will we do when they have not learned? <p>Expenditures:</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly • PLC Consultant or Program • Supplemental resources both digital and print for Staff • Supplemental resources both digital and print for students • Data printing 	<p>PLC Lesson Plans</p> <p>Reflection Debriefing Forms</p> <p>Common Formative Assessment Data</p>	All Students	<p>Administrators</p> <p>PLC/ILT Leaders</p> <p>Teachers</p>	12,000.00	
<p>1.1B Provide student academic achievement awards to improve academic excellence.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Achievement awards: certificates, medals, pencils, and educationally related incentives • Postage and delivery 	<p>Quarter Grade Awards</p> <p>Semester Grade Awards</p> <p>Promotion Awards</p>	All Students	<p>Certificated Staff</p> <p>Classified Staff</p>	2,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1.1C Provide a bridge program to support incoming students in literacy and academic skills for proficiency to assist in transitioning from elementary to middle school.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly • Consultant or Program, and related fees • Supplemental resources both digital and print for the students summer bridge • Printing and Copying 	<p>Student and Parent Survey and Feedback Form</p> <p>Attendance sheets Sign-in Sheets</p> <p>Quarter and Semester grades of participating students</p>	In Coming Students 6th and 7th Grade	<p>Administrators</p> <p>Teachers</p> <p>Counselor</p>	3,000	
<p>1.1D Implement small group instruction and deliver differentiated instruction through blended learning opportunities to increase students' achievement in all content areas.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly/ 1/6 Positions or Substitute Hourly • Consultant or Program and related fees • Instructional program software and licenses to support literacy and academic proficiency. • Supplemental resources both digital and print • Printing • Library and classroom library books, magazines, digital subscriptions • Small group furniture 	<p>I-Ready Data Fall to Winter</p> <p>Classroom Visits</p> <p>Map Fall to Winter Data</p>	<p>All students, but particularly:</p> <p>African American</p> <p>Special Education</p> <p>GATE</p>	<p>Administrators</p> <p>All Teachers</p> <p>SPED Aides</p> <p>College Tutors/Tutor Monitor/Bilingual Aide</p>	17,000	4498

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> STEAM activities/labs 					
<p>1.1E Provide extended learning opportunities to increase language proficiency, Reading Writing, Listening, Speaking and Mathematics.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> Certificated and Classified Hourly Consultant or Program and related fees Supplemental resources both digital and print 	<p>Grade Distribution Reports</p> <p>Attendance Sign-in Sheets</p> <p>Map Fall to Winter Data</p>	<p>African American</p> <p>Special Education</p> <p>Low SES</p> <p>Female Students</p>	<p>Administrators</p> <p>Teachers</p> <p>Enrollment Clerk</p>	8,000	
<p>1.1F Provide Professional Development to improve 1st instruction and teaching practices for all students.</p> <p>Professional Development Topics include:</p> <ul style="list-style-type: none"> Blended and Online Learning Practices Differentiation and Intervention for underperforming students Co-teaching and Collaborative Models for underperforming students AVID Site Conference and AVID Summer Institute STEM and Technology Training Peer Observation <p>Expenditures:</p>	<p>PD Debrief Presentation</p> <p>PD Minutes/Lesson Plans</p> <p>Map Fall to Winter Data</p>	<p>Teachers supporting all student groups</p>	<p>Administrators</p> <p>ILT Leaders</p> <p>PLC Chairs</p> <p>Leadership Team</p> <p>TOAs</p>	15,000	9,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Certificated and Classified Hourly • Consultant or Program and related fees • Travel and conference fees • PD resources both digital and print 					
<p>1.1G Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home.</p> <p>Expenditures: Books and/or workbooks, and printed materials for parent learning activities</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly • Consultant or Program and related fees • Parent workshops and community trainings • Travel and conference fees • Activity kits and resources • Copies and Printing 	<p>Event Registration</p> <p>Website/Social media Analytics</p> <p>Event Surveys</p>	All Student	<p>Admin</p> <p>Community Outreach Liaison</p> <p>Community Aide</p>	2,975	
<p>1.1H Implement student engagement opportunities to increase academic rigor and create engaging learning environments to accelerate the performance of underrepresented students, and delivering results schoolwide.</p>	<p>Map Fall to Winter Data</p> <p>Grade Distribution</p> <p>Community Projects Assessment Data</p>	<p>Economically disadvantaged</p> <p>Minority Students</p> <p>Middle Range Students</p>	<p>AVID Coordinator</p> <p>Counselor</p> <p>AVID Site Team</p> <p>Certificated Staff</p>	4,698	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
<ul style="list-style-type: none"> • Educational Fieldtrips (virtual or in person) related fees • Consultant or Program and related fees • College Tutors • Academic and PBIS/MTSS awards • Certificated and classified hourly 					
Total Estimated Cost for This Goal:				64,673	33,498

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 EIs: English Learners will demonstrate improved academic growth and achievement in English Language and mathematics proficiency using reading comprehension strategies across the curriculum.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-30.4	>= -15.4
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-90.9	>= -75.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.24	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74	>= 0

Identified Need(s):	<p>Based on MAP Reading, CAASPP, and ELPAC, our English language learners need development in their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> • provide additional practice on academic vocabulary and language acquisition across the curriculum. • provide additional practice and support for EL students in math fluency • provide additional support to the productive (i.e., writing and speaking) and receptive language (i.e., Reading and Listening) via reading strategies as these are the domains of greatest need. • provide additional language support in classes, especially when bilingual aides are not available • improve instruction for EL students in designated and integrated ELD courses as our EL students have demonstrated minimal growth.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>Goal 1a.1 Provide additional language support for EL students to practice academic vocabulary and language acquisition via the content.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly • Consultant or Program • Supplemental resources both digital and print 	<p>Classroom Visits and Debriefing Forms</p> <p>I-Ready Fall to Winter</p> <p>Fall to Winter Map Assessment</p>	<p>EL student who score emerging level (SEI)</p>	<p>Teachers</p> <p>Bilingual Aides</p> <p>College Tutors</p>	<p>1500</p>	
Total Estimated Cost for This Goal:				<p>1,500</p>	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth in their productive language by improving their ability to elaborate in writing skills through increased practice using their receptive language listening and reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	50.0%	>= 53.0%

Identified Need(s):	<p>Based on ELPAC, MAP Reading, and CAASPP, our English language learners need development in their reading and writing skills. Therefore, we will use their stronger productive language skills (speaking) and receptive skills (listening) to build their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> develop more opportunities for students to practice productive and receptive language development outside of the traditional school schedule. develop additional opportunities for EL students to employ academic productive language skills across the curriculum. provide additional time to develop lessons that build students' productive and receptive language development. support parents in learning more about the ELPAC and domains of literacy: Reading, Writing, Listening, Speaking
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Goal 1b.1. Provide opportunities for EL students to practice their receptive and productive language outside of the traditional day to improve their reading and writing skills. Expenditures: <ul style="list-style-type: none"> Certificated and Classified Hourly Consultant or Program 	Sign-in Sheets Map Fall to Winer I-Ready Fall to Winter	ELs at the emerging and expanding level (ELPI level 1-3L)	Teachers and administrators	1,500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Supplemental resources both digital and print 					
Total Estimated Cost for This Goal:				1,500	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>New Action: Goal 1H Academic College and Career Counselor--Provide additional academic guidance and College and Career opportunities for underperforming students to increase student engagement.</p> <ul style="list-style-type: none"> • Certificated Salary and Benefits 	Grade Level	\$110,000.00	Administration
<p>New Action: Goal 1I Bilingual Tutor Monitor---Provide additional Language Support for English Language Learners to improve effective designated ELD instruction.</p> <ul style="list-style-type: none"> • Classified Salary and Benefits 	SEI and ELD Students	\$38,800.00	Administration
<p>1.1A Provide additional time for PLCs to focus on the 4 key questions to improve literacy and proficiency via their content:</p> <ul style="list-style-type: none"> • What do students need to learn? • How will we know they have learned? • What will we do when they have already learned? • What will we do when they have not learned? <p>Expenditures:</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly • PLC Consultant or Program • Supplemental resources both digital and print for Staff • Supplemental resources both digital and print for students • Data printing 	All Students	\$10,000	Administration Teachers
<p>1.1D Implement small group instruction and deliver differentiated instruction through blended learning opportunities to increase</p>	ELD	\$20,000	

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>students' achievement in all content areas.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Supportive Technology and Devices • Certificated and Classified Hourly/ 1/6 Positions or Substitute Hourly • Consultant or Program and related fees • Instructional program software and licenses to support literacy and academic proficiency. • Supplemental resources both digital and print • Printing • Library and classroom library books, magazines, digital subscriptions • Small group furniture • STEAM activities/labs 	<p>African American Students</p> <p>Minority Males</p>		
<p>New Action Goal 1K</p> <p>Develop a sport skills program during the instructional day—provide additional opportunities for students to engage on competition related to athletics</p> <ul style="list-style-type: none"> • Certificated Salary and Benefits • Consultant or Program Contract 	<p>All Students</p>	<p>\$50,000</p>	
<p>New Action Goal 1J</p> <p>Develop an E-Sports Team—provide additional learning opportunities for students to engage on competition and skill building in computer gaming</p> <ul style="list-style-type: none"> • Certificated Salary and Benefits • Consultant or Program Contract 	<p>All Students</p>	<p>\$50,000</p>	

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.	67,673
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).	2,975
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)	33,498
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		101,171
Total amount of state funds spent (SUPC)		33,498
Total amount of federal funds spent (Title I)		67,673
Total amount of state and federal funds spent		101,171
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
Dr. Roy Rogers	Principal	Not-Applicable	Not-Applicable	1
Gustavo Bahena	Classroom Teacher	2 years	May 2023	1
Christopher Fisher	Classroom Teacher	2 years	May 2023	1
Gerardo Garcia	Classroom Teacher	2 years	May 2023	1
Todd Hubert	Classroom Teacher	2 years	May 2023	1
Elizabeth Sanchez	Other Staff (Clerk Typist)	2 years	May 2023	1
Sandi Canales	Parent/Community Member	2 years	May 2022	1
Teresita Larios-Ortega	Parent/Community Member	2 years	May 2022	1
Ruben Lomeli	Parent/Community Member	2 years	May 2022	1
Amaya Ceja	Student Member	1 years	May 2022	1
Lora Luna	Student Member	1 years	May 2022	1
Kaelynn 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 May 13, 2021.

Attested:



Principal, Roy L. Rogers on May 13, 2021

SSC Chairperson, Elizabeth Sanchez on May 13, 2021

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

Name of School: Southridge Tech 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: **May 17, 2022**

Attested:

<u>Roy L. Rogers</u>	<u></u>	<u>5/18/2022</u>
Typed name of School Principal	Signature of School Principal	Date
<u>Guadalupe Aguiluz</u>	<u></u>	<u>5/18/2022</u>
Typed name of SSC Chairperson	Electronic Signature of SSC Chairperson	Date