

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Harry S. Truman Middle School 36 67710 6113351		SSC Approval Date: May 5, 2022
School Address	16224 Mallory Drive, Fontana, CA 92335		Local Governing Board Approval Date: pending board approval June 8, 2022 Original
Name of Principal	Kim M. Hall, Ph. D.	Phone # and Email	909-357-5190, Kim.Hall@fusd.net
Name of SSC Chairperson	Kim Hall	Phone # and Email	909-357-5190, kim.hall@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Mission Statement: Preparing every student for the world of tomorrow, today.

Our vision is to prepare all students for high school, college, and a career while meeting their social and emotional needs to ensure academic success.

SCHOOL AND COMMUNITY PROFILE

Truman Middle School (TMS) is located in Fontana and serves approximately 1,040 students in grades six through eight. A vast majority of the students are of Hispanic descent (90.7%) followed by White (4.1%), African-American (3.2%) and Asians (0.7%). A little over 35% of TMS students are English Learners (EL). Of this population 41.7% are making progress toward English language proficiency based on results from the ELPAC. Regarding their language proficiency level, nearly 9% are identified as well developed 39% are moderately developed, 36% are somewhat developed, and 15% are at the beginning stage. Nearly 24% of TMS students are Reclassified Fluent English Proficient (RFEP). Additionally, nearly 3% of TMS students participate in the Gifted and Talented Education (GATE) program and nearly 14% are identified as Special Education. All of Truman's students receive free lunch thus qualifying the school for Title I funding to improve student learning and instructional practices. Less than one percent of Truman students are identified as Foster Youth.

Truman Middle School provides a safe and clean environment for all students, staff, and community and involves all stakeholders in the creation and review of a Safe School Plan. The site contains 53 permanent classrooms, 3 portable classrooms, a library, a gymnasium, and locker rooms.

Truman is the only middle school in FUSD that offers a French class.

SPSA HIGHLIGHTS

(bullet points)

- Harry S. Truman Middle School was recognized by the California PBIS Coalition at the highest level (Platinum) for ensuring a positive climate and culture on campus.
- TMS is working toward an AVID Schoolwide recognition.
- We will offer French and possibly Spanish world language classes.
- This year, we will continue focusing on improving mathematics achievement for all students and narrowing the achievement gap of our English learners, Students with Disabilities, and African American students in mathematics.

INCREASED OR IMPROVED SERVICES

(bullet points)

We are increasing the number of College Tutors to ensure students are supported in mathematics classes.

SCHOOL BACKGROUND

MOONSHOT

Our moonshot is to increase the number of English learners who are reclassified as RFEP before they exit middle school. This will allow them to take more A-G courses once they get to high school.

Nearly one-third of TMS students are identified as English language learners. We will target the students who are currently at the ELPAC Well Developed level to ensure they reclassify before leaving middle school.

School and Student Performance Data

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

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

Student Population

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1037	94.6	35.2	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	365	35.2
Foster Youth	5	0.5
Homeless	8	0.8
Socioeconomically Disadvantaged	981	94.6
Students with Disabilities	151	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	3.2
American Indian or Alaska Native	1	0.1
Asian	7	0.7
Filipino	1	0.1
Hispanic	941	90.7
Two or More Races	7	0.7
Native Hawaiian or Pacific Islander	4	0.4
White	43	4.1

These data points indicate:

1. Nearly all of our student population is socio-economically disadvantaged and more than one-third of them are English Learners.
2. The Hispanic student group is significantly larger than the combined total of the other student groups (African American, American Indian, Asian, Filipino, Hispanic, Two or More Races, Pacific Islander, and White).

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



Red

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Truman students perform significantly better in English Language Arts than they do in mathematics.
2. Our Positive Behavioral Interventions and Supports program is having a beneficial effect on the campus as evidenced in our suspension rates being in the green performance band.

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)]

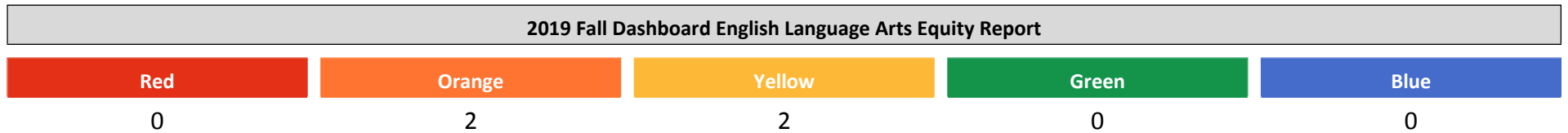
A review of the following data informs the comprehensive needs assessment.

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 51.2 points below standard Increased ++14.8 points 1103	 Orange 78.5 points below standard Increased ++3.7 points 565	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 52.6 points below standard Increased ++14.3 points 1051	 Orange 136 points below standard Increased ++11.5 points 149

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 74.1 points below standard Increased Significantly ++21.5 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.3 points below standard Increased ++12.8 points 1014	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 30.9 points below standard Increased Significantly ++35.3 points 40

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.8 points below standard Increased ++13.3 points 299	27.5 points below standard Increased Significantly ++16.2 points 266	45.6 points below standard Increased Significantly ++26.2 points 348

These data points indicate:

- All of the student groups increased in performance on the English Language Arts assessment. The African American and White groups increased significantly.

2. The distance from meeting the standard for Current English Learners and Students with Disabilities is more than twice the deficit than the All Students group. We are not narrowing the achievement gap for our Current English Learners and our Students with Disabilities.
3. The significant increase in performance by the African American students helped to narrow the achievement gap for that student group.

School and Student Performance Data

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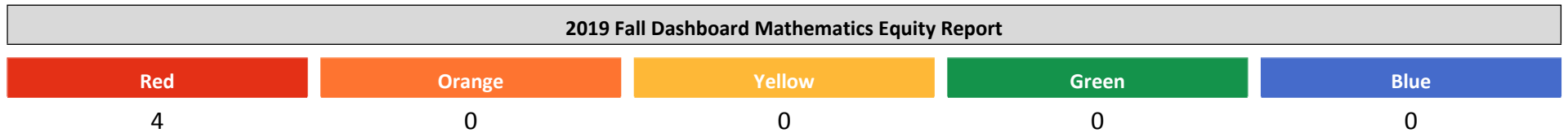
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 107.3 points below standard Maintained -1.4 points 1104	 Red 133.4 points below standard Declined -12.4 points 567	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Red 108.6 points below standard Maintained -1.1 points 1052	 Red 172.1 points below standard Maintained -0.3 points 150

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 129.1 points below standard Declined -6.4 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 108.3 points below standard Maintained -2.6 points 1016	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 96.4 points below standard Increased ++4.1 points 40

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
177 points below standard Maintained -2.7 points 301	84 points below standard Maintained -0.1 points 266	102.3 points below standard Increased ++7.3 points 347

These data points indicate:

1. While the other student groups maintained their low performance in mathematics, the English Learner and African American student groups declined, which widened the achievement gap.

2. There are significant disparities in math performance for English Learners, Students with Disabilities, and African American students.

School and Student Performance Data

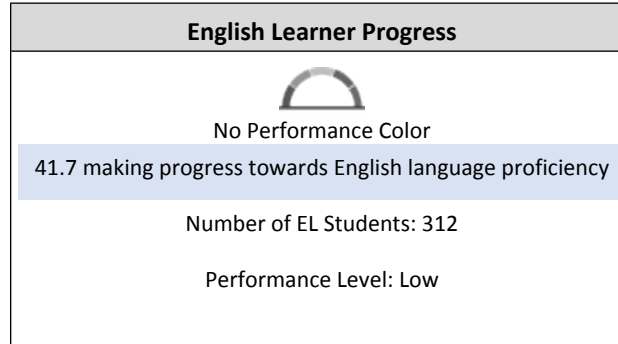
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A review of the following data informs the comprehensive needs assessment.

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
23.7	34.6	3.8	37.8

These data points indicate:

- Nearly two-thirds of our English Learners are not making progress in English language acquisition.

School and Student Performance Data

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

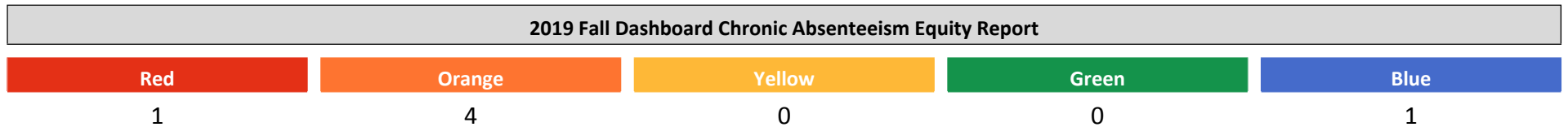
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 11.3 Increased +1.6 1217	 Orange 13.1 Increased +1.2 344	 No Performance Color 23.5 Increased +4.8 17
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 20 Increased +2.8 15	 Orange 11.6 Increased +1.9 1142	 Red 18.9 Increased Significantly +4 164

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>Orange 17.6 Increased +8.1 34</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange 11.6 Increased +1.9 1112</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	 <p>Blue 0 Declined -8.8 46</p>

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1073	77	7.3
Female	516	33	6.5
Male	557	44	8.0
American Indian or Alaska Native	1	0	0.0
Asian	7	0	0.0
Black or African American	37	1	2.9
Filipino	1	0	0.0
Hispanic or Latino	972	71	7.4
Native Hawaiian or Pacific Islander	4	0	0.0
Two or More Races	7	0	0.0
White	44	5	11.6
English Learners	384	37	9.8
Foster Youth	10	0	0.0
Homeless	17	2	11.8
Socioeconomically Disadvantaged	1011	73	7.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	159	18	11.6

These data points indicate:

1. The English Learners, White, Homeless, and Students with Disabilities student group rates are disproportionately higher than the all student group.
2. The overall student group rate decreased from 11.3% in 2019 to 7.3% in 2020.
3. The African American student group rate decreased from 17.6% in 2019 to 2.9% in 2020.

School and Student Performance Data

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

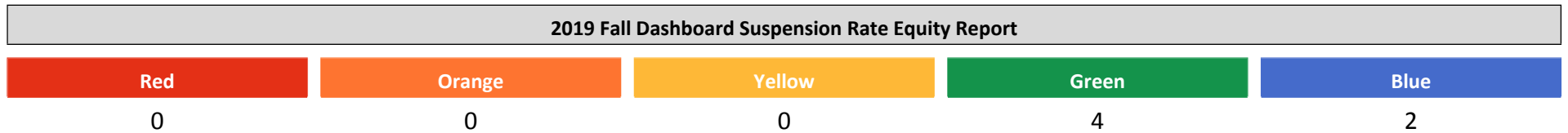
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

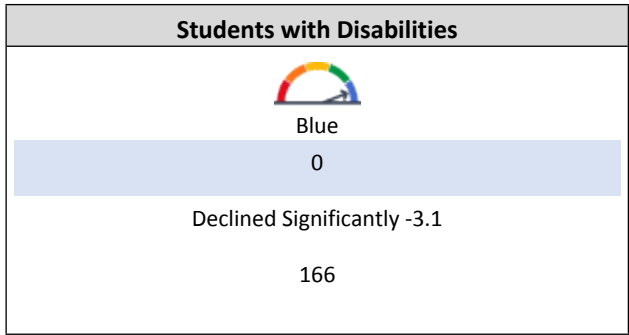
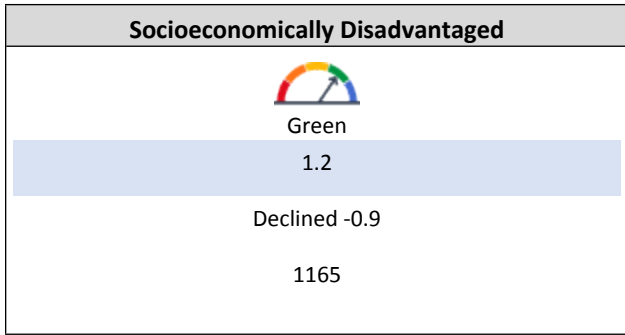
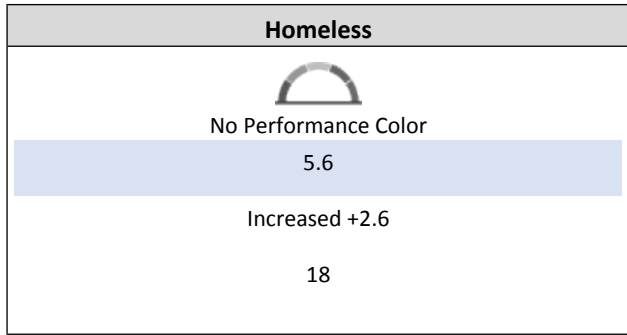
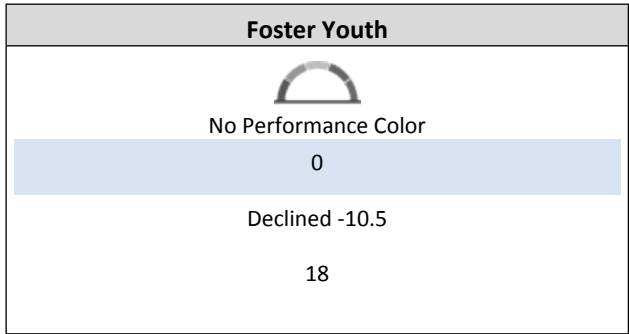
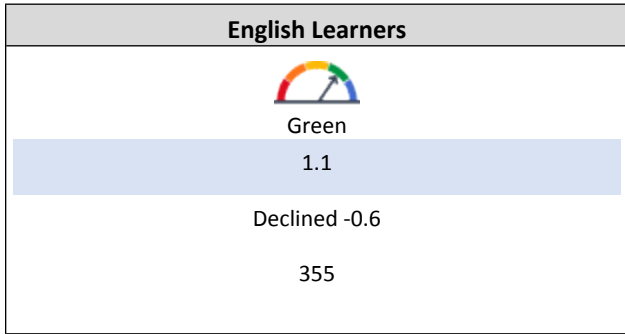
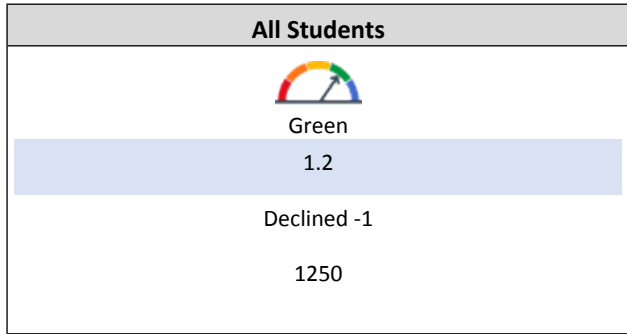


This section provides number of student groups in each color.











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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -2.1 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined -1.1 1139	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.1 Declined -3.6 47

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	1.2

These data points indicate:

- Our Positive Behavioral Interventions and Supports program has a beneficial affect on the campus. All student groups remain in the highest performance levels (green and blue) and suspension rates declined for all student groups except Homeless.

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)	-0.26
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)	-0.62
Site Specific Measures: Percent of increase or maintained (C or better) of grades in ELA and math from Q1 report card to Semester 1 report card.	ELA: -12.4%; Math: -23.3%
Site Specific Measures:	

These data points indicate:

Schoolwide, there is a greater percentage of students who scored in the bottom two performance bands in math than in reading. Twice as many students performed at the top two performance bands in reading than in math. African American students and English learners scored significantly lower in math and reading than the All Student group. They need additional support and intervention in math and reading. One-third of our students struggle in goal areas Literary Text and Informational Text. Because of this (and based on data from the ELPAC), our schoolwide instructional focus is on reading comprehension. We will use informational text for critical reading analysis. Although more than 50% of 6th & 7th graders, and close to 50% of 8th graders performed at the lowest band in the Geometry goal area, we are going to focus our efforts on goal area Operations & Algebraic Thinking since Geometry is a small unit whereas algebraic thinking spans many math areas.

All student groups failed to make growth from Fall 2020 to Fall 2021 on the math assessment. None of the student groups made expected growth on the reading assessment. The lack of expected growth in both areas is due to distance learning last school year. The most significant lack of growth occurred in math by our female students and our African American students.

The drop in grades from the first quarter to the first semester aligns with the comments that parents have made about the school work getting harder as the school year progresses. We will make it a focus to have students log on to Paper for tutoring.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes

Academic Data – English Learners (EL)	
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.12
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)	-0.53
Site Specific Measures: Percent of students in after school tutoring/reteaching program that demonstrate improved or maintained (C or better) grades in ELD/ALD, ELA and math from Q1 progress report to Semester 1 report card.	ELD/ALD: 60%; ELA: 38%; Math: 62%
Site Specific Measures:	

These data points indicate:

Although 47% of our English learners met or exceeded the projected growth in reading, 54% of them performed in the lowest band. In mathematics, 39% met or exceeded the projected growth, and 74% performed in the lowest band.

Due to their low performance in reading and their low performance in reading on the ELPAC, our schoolwide instructional focus is on reading comprehension. We will use informational text for critical reading analysis. English learners will be the first group to be invited to participate in after school tutoring. English learners need additional support in reading comprehension.

Before and after school tutoring is making a positive difference in the student's grades. However, the participation rate is low. We will contact parents again and request their support in sending their children to before/after school tutoring.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 9% Level 3: 39% Level 2: 36% Level 1: 15%
2020-2021 ELPAC Listening Domain: % by Performance Level	13% - Well Developed 70% - Somewhat/Moderately Developed 17% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	52% - Well Developed

Language Acquisition Data – English Learners (EL)	
	39% - Somewhat/Moderately Developed 9% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	9% - Well Developed 33% - Somewhat/Moderately Developed 58% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed 80% - Somewhat/Moderately Developed 15% - Beginning Development
Site Specific Measures: Classroom Visit Data: % of Classrooms utilizing ELD strategies on a regular basis.	100% (excluding PE)
Site Specific Measures:	

These data points indicate:

Most of our English learners are at levels two and three on ELPAC.

The 3-Year ELPAC Performance by Grade and Student Group report shows that across all grade levels and student groups, our EL students are significantly more developed in their oral language proficiency than in written language. Across a 3-year period, 6th-grade students and female students outperformed all other grade levels and groups with the greatest percentage at levels 3 and 4 each year.

The 3-Year ELPAC Domain Levels by Grade and Student Group report: all grades and student groups need intensive support in the reading and writing domains. None of the groups performed over 17% at the well-developed level in those domains. A significant percentage performed at the somewhat/moderately developed level in the writing domain, and more than 50% of all grades and groups performed at the beginning to develop level in the reading domain in 2021.

The 3-Year ELPI by Student Group Cohort: Although 44% of students with disabilities performed at ELPI level 1, 98% of them maintained or made ELPI progress.

The 3-Year ELPI by Grade Level Cohort: The percent of current 7th grade students that made progress on ELPI in 2021 declined from the previous year by 10 percent.

The 2-Year ELPI Change by Grade: the current 7th graders made the least amount of ELPI progress. Over 40% decreased one or more ELPI levels. Most 7th grade students that decreased in ELPI, dropped from levels 3H, 3L, and 2L.

While developing in all four domains is critical, we will focus on developing reading and writing proficiency for our EL students.

Although all teachers are utilizing ELD strategies, the EL TOA will continue to work with teachers to help them utilize a wider variety of strategies.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%
Site Specific Measures: PBIS School Climate Survey - Families	44 Parents participated in the survey.
Site Specific Measures: Parent Participation rate at Activities and Events	66% - 100% depending on the event.

These data points indicate:

Panorama Survey: We did not meet the goal of 25% of Truman parents completing the Panorama Parent/Family Climate Survey. This is an 8-point decrease from last school year. In the years prior to the pandemic, we met our 25% goal.

Site-Specific Measures (PBIS Climate Survey): Parents believe that the teachers promote academic success and that their children feel safe at school. Next year, we will implement a phone calling campaign in an attempt to get more parent so complete the survey. Some parents have mentioned that the format of the survey is complex. We will make staff available to assist parents in the future.

Site-Specific Measures (Activities & Events): Typically, parent events/activities have a range of 75% - 100% (depending on the event). Having to hold in-person events outdoors and holding virtual events this school year possibly contributed to the low end of 66%. Events include Parent-Teacher Conferences, ELAC meetings, school site council, concerts, and IEP meetings.

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:

NA

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

These data points indicate:

ELD Evaluation

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

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

Integrated ELD had not been implemented effectively. Although teachers identified instructional strategies for their English learners during the development of their lesson plans, they had no plan to address what to do when the students were not successful. In addition, during classroom observations by administrators, the strategies that teachers included in their lesson plans were not always utilized/implemented. Not having a bilingual aide available daily in every structured English immersion (SEI) classes hindered implementation of interventions. Excluding students with disabilities, the English learners' performance on state and local assessments in ELA and mathematics is the lowest in the school, compared to other student groups.

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

All English learners were enrolled in a Designated ELD class. For some teachers, it was their first time teaching the course. They worked with the EL TOA regularly and received six hours of training. The implementation was effective, but could be better.

A little over one-third of our English learners decreased at least one ELPI level on the ELPAC from school year 2020 to 2021. Due to distance learning, testing was done remotely, which might have caused the increase in that area.

During a data analysis session with ELAC, we determined that we should continue offering before and after school tutoring for EL students.

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.

- We plan to provide computer literacy skills that is above and beyond the required CIPA digital citizenship lessons to all ELs. This should address technology barriers.
- We plan to hire more tutors and will make one of the desired qualifications be that they are bilingual. The tutors will address the students' academic and linguistic needs.
- We plan to reach out to parents of ELs to get their support in insisting that their children attend tutoring sessions.
- The EL TOA will continue to provide strategies or routines that support the students' language development or access to the content (Integrated ELD) and other PD for teachers.
- Teachers will implement their PLC plan that identifies specific strategies to use with English learners during first instruction. Some of the items on the plan include:

1. Critical Reading with a skills focus (e.g. annotation or finding textual evidence)

- Annotate together
- Model reading, have students repeat (I say, you say)
- Call on students to read aloud, providing listening/speaking frames
- Discuss vocabulary and synonyms for the vocabulary words

2. Narrative Writing -

- Brainstorm what the excerpt is about before reading it
- Link to the essential question of the quarter
- Ask students to paraphrase chunks of text that have been read
- Discuss – theme, plot, characters, setting with each excerpt
- Have students paraphrase what classmates or teacher has said

3. Informative/Explanatory Writing -

- Provide possible topic sentences for paragraphs on the topic
- Spotlight skills – ConnectEd
- Brainstorm writing ideas
- Provide graphic organizer for pre-write

4. Argumentative Writing -

- Provide Pro/Con graphic organizer
- Sort activity – students sort reasons into Pro/Con based on the topic given
- Model creating argumentative essay with students

5. Technology -

- Audio recording for reading – Immersive Reader (slow reading speed, dictionary)
- StudySync TV, StudySync introductory videos
- Nearpod – video and open-ended questions, interactive slides

Teachers will implement their plan to support English learners when the students are not successful during first instruction. Some of the items on the plan include:

- Dedicate Student Support Time specifically for these students during online instruction.
- Designate a teacher by grade level who is bilingual who can help students after school. Teachers by grade level would send students to designated teacher.

Comprehensive Needs Assessment

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

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

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>We are using surveys from Panorama, PBIS, and School-Created surveys.</p> <p>The Panorama student surveys provides us with information so that we can take action on addressing chronic absenteeism, behavior, social & emotional learning, and improving academics.</p> <p>The PBIS surveys focus on school climate.</p> <p>The School-Created surveys were developed by the school counselors to address academic, social, and emotional concerns.</p> <p>Panorama Family Climate Survey Report:</p> <ul style="list-style-type: none"> • The survey was available to parents during the month of October 2021. There were 52 respondents, which is a 6% participation rate. We began the school year with limited staff. We had two vacancies, one of which was the Community Aide position. This limited us when attempting to contact families to complete the survey. • Our greatest strengths are in the areas of inclusion efforts and policy awareness. • The questions in which more than 90% of the parents responded favorably are: <ol style="list-style-type: none"> 1. How much do you agree or disagree with the following statement: This school believes in every students' ability to excel academically. (96% responded favorably) 2. How much do you agree or disagree with the following statement: This school encourages students to care about one another. (92% responded favorably) 3. How often is tobacco use and vaping/e-cigarette use allowed on school property and at school sponsored events? (94% responded favorably, never allowed) <ul style="list-style-type: none"> • There was an 85% favorable response for the statement: My child's school environment (buildings, playground, fields, etc.) is clean and in good condition.

Analysis of Qualitative Data

- Less than half (40%) responded favorably to the question, "How comfortable is your child in asking for help from school adults?" Although this is an area of need, there was a 16-point growth from when the question was asked in the Spring 2021 survey.
- Since the Spring 2021 survey, we had a 22-point growth in learning opportunities, specifically 57% of parents responded favorably to: How often is your child given opportunities to participate in classroom activities?
- Since the Spring 2021 survey, we had an eight-point drop in meal choices, specifically 68% of parents responded favorably to: How much do you agree or disagree with the following statement: This school provides students with healthy food options.

Panorama Student Climate Survey Report:

- The survey was available to 7th-grade students during the month of October 2021. There were 246 respondents, which is a 71% participation rate.
- In the Self-Efficacy category, there was a 9-point increase (now 51%) since the Spring 2021 survey connected to the following question: How confident are you that you can complete all the work that is assigned in your classes?
- In the Teacher-Student relationships category, there was a 24-point drop (now 37%) since the Spring 2021 survey connected to the following question: If you walked into class upset, how many of your teachers would be concerned?

Panorama Student Social-Emotional Learning (SEL) Survey Report:

- The survey was available to all students from August 9 - September 3, 2021. There were 904 respondents, which is a 93% participation rate.
- Strengths/Celebrations: In terms of supportive relationships, 81% of students responded favorably, which is above both the district and middle school average. Specifically: 78% stated they had a teacher or adult on campus they could count on no matter what, 91% of students have a family member or adult outside of campus they can count on, and 84% of students have a friend they can count on. In the self-efficacy category, Last year this was our lowest indicator. Teacher efforts have showed an improvement in our indicators. We increased from 45 to 48% Also, 16% more students now feel confident that they can complete all the work assigned and 4% more students think they can understand more complicated ideas.
- Areas of need: a new indicator this year focused on growth mindset which is closely related to self-efficacy. Only 33% of students thought they could change how easily they give up. This is below the district average but on par with the other middle schools.

PBIS Families School Climate Survey Report:

The PBIS Family School Climate Survey link was shared with all parents via Parent Square. There were 44 parent responses.

- Parents reported an increase in Teaching and Learning and School Safety when compared to last year's PBIS survey results.

Analysis of Qualitative Data

- In teaching and learning, a 0.12 increase (3%) was noted for the question, "Teachers at my student's school promote academic success for all students."
- In school safety, a 0.14 increase (3.5%) was noted for the question, "My student feels safe at school."
- A 0.15 decrease (3.75%) was noted for the question, "I frequently volunteer to help on special projects at my student's school."

PBIS Student Climate Survey Report:

The PBIS Student Climate Survey link was shared with all students during their elective or intervention class. There were 507 student responses.

- The student data showed an increase in the question, "I feel like I do well in school." An increase of 0.09.
- A significant decrease was noted in the questions, "I get along with other students" and "Students treat each other well". The decrease was 0.16 (4%) and 0.15 (3.75%) respectively.

PBIS Staff Climate Survey Report:

The PBIS Staff Climate Survey link was shared with all staff via email and during the staff meeting. There were 74 staff responses.

- An increase of 0.06 (1.5%) was noted in the Structure for Learning, specifically, "Teachers at my school frequently recognize students for good behavior."
- An increase of 0.14 (3.5%) was noted in the Peer/Adult Relations section, specifically, "Students at my school would help another student who was being bullied."
- A decrease in the Physical Environment section was noted. Several indicators dropped, with the most significant being a 0.16 decrease (4%) in the question, "Instructional materials are up to date and in good condition."

School-Created Student Surveys:

Results from the Academic/Career/GPA and Naviance Surveys:

- School counselors visited all students during their science class from September 13 through October 1, 2021. Counselors presented lessons using their own PowerPoint creations and from Naviance curriculum. Due to issues with logging into the platforms, only 232 students completed the Academic/Career/GPA survey, which is a participation rate of 24%; and only 387 students completed the Naviance survey, which is a participation rate of 40%.

Based on the survey results, we will continue to provide support for social emotional skills like conflict resolution, positive coping, and showing respect during the monthly assemblies.

Classroom Observations

Teachers were observed by administration at least once every other week. The two administrators used a Classroom Visit tool to document the observations and send feedback to teachers.

Analysis of Qualitative Data

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

The administrators looked for evidence of the following strategies in teachers' instruction: 1) PBIS Indicators, 2) Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), and 3) the schoolwide academic focus area (reading comprehension).

Areas of strength:

- PBIS - 1) Active Supervision: Teachers scan the room, use proximity to address student behavior, and have positive interactions with students. 2) Classroom Routines: routines and procedures are taught and revisited.
- WICOR - Reading, writing, and the use of a graphic organizer are used efficiently and most frequently

Areas of need:

- PBIS - teachers need to increase their use of behavior-specific praise. Our next step will be to utilize the Climate and Culture Coach to model for teachers in using behavior-specific praise.
- WICOR - students need to be reminded/taught of their roles when collaborating. Our next step will be to regularly remind teachers to teach/model for students their roles, for example, state what a facilitator is expected to do in group settings.

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)

Teachers and administrators at Truman analyze results from state assessments (SBAC and ELPAC) and the local/district assessment (MAP) to identify student needs and to determine the best instructional strategies that will improve student achievement.

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

Teachers and administrators at Truman analyze results from state assessments (SBAC and ELPAC) and the local/district assessment (MAP) to identify student needs and to determine the best instructional strategies that will improve student achievement. The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English

Standards, Assessment, and Accountability

	<p>learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students.</p> <p>ELPAC data show that two-thirds of our English Learners are not making progress in English language acquisition. Only 24% of our seventh-graders made progress of at least one ELPI level.</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>The School Site Council reviewed data as it became available and monitored the implementation of the SPSA Actions and Services regularly. In December, January, and March, the SSC formally monitored the outcomes of the SPSA actions and services.</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>Data is analyzed regularly by the following groups: School Site Council (SSC), English Learner Advisory Committee (ELAC), Professional Learning Communities (PLC), and Positive Behavioral Interventions and Supports (PBIS). Students also analyze their own data during goal-setting chats with counselors and teachers. As student needs are identified, the teams determine the best actions and services to ensure student needs are addressed. The SSC reviews the school budget and prioritizes the funds to ensure that the English learners will receive the necessary services to improve academic achievement. The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students. The EL Monitor communicates with the teachers of the current English learners and the reclassified fluent English proficient (RFEP) students to discuss strategies to ensure the students will be successful. The EL Monitor also checks in with students and their parents to offer tips and reminders. Students are also encouraged to attend after school tutoring.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Teachers need continued support on the effective use of curriculum and assessment to improve instruction, thus increasing achievement. • Continue to regularly monitor the implementation and outcomes of the SPSA and EL programs. 	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Teachers participate in training to ensure they are thoroughly prepared to deliver the instruction in their content area. Since teachers needed to teach online due to the COVID-19 pandemic, all teachers received asynchronous training on the use of the Microsoft Teams platform. They also had opportunities to learn to use the Nearpod, Flipgrid, and Whiteboard platforms.</p>
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Staffing and Professional Development

<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>At least once a month, FUSD teachers on assignment (TOA) provide guidance and assistance to teachers during PLC meetings. They assist teachers with analyzing data from common formative assessments and identify strategies to support students who were not successful.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teachers and administrators meet as PLCs to collaborate, analyze data, and determine strategies to support students. There are 11 teams:</p> <ol style="list-style-type: none"> 1. 6th-grade English language arts (ELA) and social studies (SS) 2. 6th-grade mathematics (Mth) and science (Sci) 3. 7th- and 8th-grade ELA 4. 7th- and 8th-grade SS 5. 7th- and 8th-grade Mth 6. 7th- and 8th-grade Sci 7. Special Education Resource Team (SERT) 8. Physical Education 9. Advancement Via Individual Determination (AVID) 10. Positive Behavioral Interventions and Supports (PBIS) 11. Instructional Leadership Team (ILT)

Identified Needs based on Findings:

Based on discussions from PLC team meetings, teacher need:

- continued professional development in lesson design and effective delivery of common core state standards curriculum to improve student achievement.
- continued professional development in utilizing effective teaching strategies.
- increased opportunities to work together as a PLC to analyze student work and to plan differentiated support.
- the services of additional bilingual aides, college tutors and a tutor/monitor to assist with improving language development and differentiating instruction in the classrooms.

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels (6 - 8) 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: English (Study Sync), Mathematics (Big Ideas and Discovery Math Techbook), Science (Prentice Hall and Discovery Science Techbook), and Social Science (TCI History Alive!).</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p>
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Teaching and Learning

	<p>Teachers utilize differentiated instructional groups during class in Language Arts and Math. The intervention teachers provide targeted supports through Read 180, Math 180, and C-STEM.. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p> <p>We purchased a subscription to a software program that offers short animated movies for students with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.</p>

Identified Needs based on Findings:

Based on discussions from PLC team meetings:

Students need

- increased access to differentiated curriculum and instruction, enrichment, intervention, remediation, and access to up-to-date literature and nonfiction text.
- additional support in accessing and using technology to become tech savvy and familiar with the testing platforms.
- recognition and awards to increase engagement with learning.
- additional support to develop English language skills such as scaffolding, one-to-one and small group instruction, and immediate feedback.
- access to more primary language supports.

Teachers need

- supplemental resources to differentiate instruction, assistance in delivering instruction, and time and support in developing the plans.
- professional development to better address the needs of our English learners.
- ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.
- to continue to build expertise in creating learning targets and success criteria.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>We offer a reading intervention class (College & Career Literacy) for our students who score below the 40th percentile on the MAP assessment and have an ELA grade of a D or F.</p> <p>We offer a math intervention class (Math Acceleration Course) for our students who score below the 30th percentile on the MAP assessment.</p> <p>We also offer a math intervention class (Integrated Coding & Computing) for our students who score between the 30th - 50th percentile on the MAP assessment.</p>
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Opportunity and Equal Educational Access

	<p>We offer language development classes (English Language Development (ELD) and Academic Language Development (ALD)) for our English learners.</p> <p>We also provide:</p> <ul style="list-style-type: none"> • Goal-setting chats with students • Extended learning opportunities such as after school tutoring and field trips • AVID strategies such as focused note taking, collaborative study groups, and WICOR • Bilingual Aides, Instructional Aides, and Tutor/Monitor • Student Study Team • Positive Behavioral Interventions and Supports (PBIS) • EL Monitor and CLAD-certified instructors
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>On the MAP Projected Proficiency Summary report, 96.8% of African Americans are not on track to meet proficiency on state standards in Reading (in math - 81.2%); 30.8% of Hispanic students are not on track to meet proficiency on state standards in Reading (in math 63.3%); and 41.9% of white students are not on track to meet proficiency on state standards in Reading (in math – 53.1%). The root cause of these disparities may be due to chronic absenteeism. The chronic absenteeism rate of African American students is 62.2%; the chronic absenteeism rate of Hispanic students is 35%; while the chronic absenteeism rate of white students is 37.1%.</p> <p>The root cause of the students’ poor reading performance is reading comprehension. We are addressing this as our school wide instructional focus and will use informational text for critical reading analysis so that students will be able to identify key ideas and details.</p> <p>The root cause of the students’ poor performance in mathematics is a lack of understanding of algebraic thinking. We are going to focus our efforts on goal area Operations & Algebraic Thinking since algebraic thinking spans many math areas.</p> <p>The root cause of chronic absenteeism in the 2021-2022 school year is due to a large percentage of positive COVID cases. During IEP meetings, parent-teacher conferences, and PLC meetings, the root cause (chronic absenteeism) of the disparities are discussed and intervention strategies are planned, such as using Microsoft Teams and Polycom cameras so that the students can still participate in class while home quarantining. Home visits, MTSS referrals, and participation in Truman Success groups (PBIS intervention) are also scheduled for the students identified with chronic absenteeism.</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 needs of all students were not met by the SPSA Actions/Services implemented. Nearly two-thirds of our English learners are not making progress toward English language proficiency. The English Learner and African American student groups declined in their math performance on the state assessment, which widened the achievement gap. Our chronic absenteeism rate increased slightly in all student groups.</p>

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- Students with disabilities and EL students need additional tutoring beyond the school day and computer literacy skills.
- Students need access to counselors and therapists to address social and emotional concerns.

Parental Engagement

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

During ELAC meetings, the principal taught parents how to read and understand results from students' MAP assessments. We taught 94.3% of our parents to set up and use Q Parent Connect so that they could be aware of their children's attendance, behavior, and academics. We offered four parent empowerment virtual workshops in English and Spanish.

Identified Needs based on Findings:

Based on observations and discussions with the community aide and the outreach liaison:

- Spanish-speaking parents need interpretation services.
- We need assistance in getting parents to participate in the seminars that we offer. We offer the sessions in English and in Spanish, and during the school day and in the evening, but our attendance is low.
- Continue to record parent workshops and post on the school website for parents to review at a time convenient for them.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Supplemental and Concentration Funds (SUPC). The College Tutor positions are split funded from Title I and SUPC. They support students in mathematics during the school day and after school. They also support students during tutorial sessions. Professional Development (Conferences and trainings) was provided by the district to support effective instruction and practices during distance learning. Staff use the knowledge and skills they learn from these trainings (such as instructional strategies and content knowledge) to support underperforming students in meeting standards. Increased access and engagement to instruction through technology - TVs. Instructional materials for STEAM (math & science toolkits, science world magazines, and Storyboard That software).

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

The Tutor/Monitor positions are funded 100% from Title I. They support students with special needs when students are in their science and social studies classes. They also support English learners in SEI classes and students during tutorial sessions. The College Tutor positions are split funded from Title I and SUPC. They support students in mathematics during the school day and after school. They also support students during tutorial sessions. Professional Development (Conferences and trainings) was provided by the district to support effective instruction and practices during distance learning (AVID Critical Reading PD and Core Collaborative PD). Staff use the knowledge and skills they learn from these trainings to support underperforming students in meeting standards.

Funding

Instructional software (BrainPop), library books, PLC collaboration time, parent empowerment workshops, and tutoring.

Identified Needs based on Findings:

To better serve underperforming students so that they may meet standards, we need funds to pay:

- teachers who are bilingual to assist English learners in core curriculum after school (additional hours). In the past, not every teacher who supported the English learners were bilingual.
- bilingual aides to assist English learners in core curriculum and language development after school (additional hours). The additional funds will permit them to support students before and/or after school.
- entrance fees/registration for virtual extended learning opportunities for students that reinforce common core state standards through hands-on activities.

Stakeholder Involvement

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

In December, January, and March, the school site council performed progress monitoring on the SPSA actions and services. Ninety percent of all actions and services had been implemented at varying degrees of implementation. Reteaching to reinforce learning was fully implemented during school day, so no additional funds were used.

In April, the ELAC performed progress monitoring on the SPSA actions and services and conducted a needs assessment. The ELAC members appreciated hearing a report on the progress of the actions and services. They understood the reasons for the actions that had no progress. The ELAC parents suggested that we hold an ELD/ALD camp and that we continue before/after school tutoring.

In April, the school site council and ELAC decided on which actions and services to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. We also eliminated some actions/services.

In May, the school site council approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Continue providing the virtual platform for members to participate who are unable to attend in person.

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	The AVID coordinator will model AVID strategies for all teachers and will provide tips (WICOR Wednesdays) regularly. Counselors will conduct Naviance lessons and six-to-eight-year academic success plans. PLC/Dept. teams will agree on common assessments to administer, discuss assessment data, and share plans to utilize key instructional practices in alignment with the school’s instructional focus area Staff will analyze results of common assessments and MAP assessments	Daily, August 2022 - May 2023 August 2022 - October 2022 Bi-weekly, August 2022 - May 2023 Quarterly, September 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	Accelerated curriculum is offered in advanced math classes and Honors English language arts classes. The GATE activities coordinator provide extra curricular activities for all identified GATE students. Paper Education tutoring will be recommended to all students. STEAM activities are provided in the Engineering Design Classes. Professional development on designated ELD for ELD/ALD teachers. Professional development on integrated ELD for all teachers.	Daily, August 2022- May 2023 Quarterly, September 2022 - May 2023 Daily August 2022 - May 2023 Daily, August 2022-May 2023 Three times during the school year, August 2022 - May 2023 Three times during the school year, August 2022 - May 2023
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	After School Tutoring (Bilingual Aides) will be offered to English Learners (targeting EL 1's and 2's). ELA, math, and ELD/ALD intervention teachers will support identified tier III students. The attendance team will review attendance data to identify students with chronic absenteeism and provide support and offer incentives.	Twice a week, August 2022 - May 2023 Daily, August 2022 - May 2023 Monthly, August 2022 - May 2023

	The admin, counseling, and PBIS teams will analyze referrals and student grades to identify at-risk students for PBIS tiers II and III and will provide appropriate support such as social and emotional counseling.	Monthly, August 2022 - May 2023
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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)	-51.2	>= -36.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-107.3	>= -92.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.26	>= 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)	-0.62	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%	>= 25%

Identified Need(s):	<p>Based on data from the Fall 2021 MAP assessment, all students need additional support in mathematics to improve their overall performance in operations and algebraic thinking and the real and complex number systems. They also need support in identifying key ideas and details in informational text.</p> <p>Based on counselor feedback and the Spring 2022 PBIS Survey, all students need access to counselors and therapists to address social emotional wellness, and social and emotional concerns in support of academic achievement. A significant decrease was noted in the questions, "I get along with other students" and "Students treat each other well".</p> <p>Parent and teacher input indicate a need for parent training to support their children's social, emotional, and academic needs. We need to also implement a phone calling campaign in an attempt to get more parents to complete the survey. Non English-speaking parents need interpretation services.</p> <p>Based on input from teachers and parents, students need field trip opportunities as an extension to what they are learning in class. Examples include visiting the wetlands (science classes), STEAM events (math, science, and computer classes), or museum visits</p>
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(science and social studies classes). They also need opportunities to tour colleges. The field trip could be onsite with guest speakers or presenters.

Based on discussions from PLC team meetings: Students with disabilities and EL students need additional tutoring beyond the school day and computer literacy skills. And, students need to be recognized and rewarded for growth.

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>1A Deliver small group, differentiated instruction to target students' skill deficits in literacy and mathematics, specifically algebraic thinking and identifying key details in text.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Supplemental instructional materials • Organizational materials • Flexible seating-furniture for small group instruction • Instructional technology such as TVs, projectors, document cameras • Instructional software and headphones • Digital and hardcopy resources, and books • Math manipulatives and calculators. • (2) Tutor/Monitors (Salary & Benefits) • AVID Coordinator (Additional hourly) • Additional hourly (certificated and classified) • Student laptops and chargers 	<p>Grades Winter MAP or iReady results Student participant list Observations/Classroom visits data</p>	<p>Students who participate in small group instruction with the aides and tutors</p>	<p>Teachers Bilingual Aides Instructional Aides College Tutors Tutor/Monitor AVID Coordinator</p>	79554	32261

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>1B Implement AVID strategies schoolwide to ensure all students have access to instructional strategies that work.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Supplemental instructional materials • Additional hourly for College Tutors • Additional hourly for Tutor/Monitor • AVID workshops, travel, and conferences 	<p>Grades Winter MAP or iReady results Observations/Classroom visits data</p>	All	<p>Teachers AVID Coordinator College Tutors Tutor/Monitor</p>		2000
<p>1C Provide students with up-to-date literature and nonfiction text to support literacy across content areas.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Books (Digital and hardcopy) • Supplemental instructional materials 	<p>Student surveys Student usage report from librarian</p>	All	<p>Teachers Librarian</p>		
<p>1D Provide professional development on content-specific (math, reading, and STEAM) instructional strategies to help improve instruction.</p> <p>Provide professional development on the use of small group instruction and collaborative learning for secondary students.</p>	<p>Observations/Classroom visits data Small group lesson plans</p>	All	<p>Teachers Bilingual Aides Instructional Aides TOAs</p>	5545	2500

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
Expenditures: <ul style="list-style-type: none"> • Workshops, trainings, travel, conferences • Additional hourly (certificated and classified) • Substitute coverage • Professional materials • Consultant fees 					
1E Provide students with learning experiences that incorporate real-life applications of science, mathematics, engineering, and arts to reinforce algebraic thinking and the real and complex number systems (STEAM) Expenditures: <ul style="list-style-type: none"> • Virtual and/or in-person field trip related fees • Hands-on learning activity materials • 3-D Printer software and related materials • Contracted services • Substitute coverage • Certificated and classified additional hourly 	Event/activity student feedback form	Participating students	Participating teachers (math, science, or C-STEM)		2000
1F Provide PLC Collaboration time to focus on key questions: 1. What do students need to learn? 2. How will we know they have learned?	Agendas and Minutes (Notes) Lesson plans Winter Map or iReady results	All	Teachers Administrators TOAs		

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>3. What will we do when they have already learned?</p> <p>4. What will we do when they have not learned?</p> <p>Expenditures</p> <ul style="list-style-type: none"> • Additional Hourly (certificated and classified) • Substitute coverage • Professional books and other related materials • Printing 					
<p>1G Provide Parent Engagement and Involvement activities/training so that parents understand their role in increasing student achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Classified hourly for interpretation/translation services to non English-speaking parents • Contracted services 	Parent feedback	All	Interpreters Administrators Outreach Liaison Community Aide - Bilingual	3914	
<p>1H Provide students with access to counselors and therapists to address social and emotional concerns in support of academic achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Covered by site counselors and the MTSS department 	Grades	Participating students	Counselors		

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>1I Provide students with learning experiences that incorporate real-life applications, college tours, and field trips.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Registration/Entrance/Participation fees, transportation • Hands-on learning activity materials • Consultant fee • Substitute coverage 	<p>Winter MAP or iReady results</p> <p>Student Surveys</p>				239
<p>1J Promote achievement by acknowledging student growth</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Backpacks, medals, trophies, tee shirts, certificates, sweatshirts, treats that adhere to the nutritional guidelines, key chains, Truman swag (gear/merch). 	<p>Grades Attendance Referrals</p>				5844
Total Estimated Cost for This Goal:				89,013	44,844

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in mathematics through the practice of algebraic thinking and the real and complex number system. English Learners will demonstrate improved academic growth and achievement in English language arts through the use of identifying key ideas and details in informational text.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-78.5	>= -63.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-133.4	>= -118.4
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.12	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53	>= 0

Identified Need(s):	<p>Based on data from the Fall 2021 MAP assessment, English learners at all levels need additional support in mathematics to improve their overall performance in operations and algebraic thinking and the real and complex number systems.</p> <p>Based on the Reading assessment in MAP and the 2021 ELPAC, the instructional focus for English learners is reading comprehension. We will use informational text for critical reading analysis so that students will be able to identify key ideas and details. Students also need intensive support in the writing domain.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a A Provide tutoring to improve students' understanding in ELA and mathematics. Expenditures: <ul style="list-style-type: none"> • Additional hourly (certificated and classified) • Supplemental instructional materials 	Winter MAP or iReady results Student participant list	English learners who have a grade of D or F in ELA and/or mathematics.	Teachers College Tutors Bilingual Aides		
Total Estimated Cost for This Goal:					

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 developing their writing skills to justify opinion.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	41.7%	>= 44.7%

Identified Need(s):	Based on the 2021 ELPAC, the instructional focus for English learners will continue to be reading comprehension. We will use informational text for critical reading analysis so that students will be able to identify key ideas and details. Students also need intensive support in the writing domain.
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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>1b A Provide professional development on designing language objectives to improve effective ELD instruction that addresses productive language instructional strategies in the area of writing across the content area.</p> <p>Provide professional development and co-teaching on the use of formative assessments to modify instruction for increasing student achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Workshops, trainings, travel and conference 	Observations/Classroom visits data Lesson Plans	English learners at the expanding level (ELPI level 2H and 3L)	Teachers Bilingual Aides Administrators EL TOA		

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"> • Additional hourly (certificated and classified) • Professional development materials and books • Consultant fees 					
<p>1b B Provide professional development on integration of language tasks into designated ELD instruction for improving English learners' productive language.</p> <p>Provide professional development and co-teaching on the use of formative assessments to modify instruction for increasing student achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Workshops, trainings, travel and conference • Additional hourly (certificated) • Professional development materials and books • Consultant fees 	Observations/Classroom visits data Lesson Plans	English learners with an emphasis on the emerging and expanding levels	Teachers Administrators EL TOA		
Total Estimated Cost for This Goal:					

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A Deliver small group, differentiated instruction to target students' skill deficits in literacy and mathematics, specifically algebraic thinking and identifying key details in text.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Supplemental instructional materials • Organizational materials • Flexible seating-furniture for small group instruction • Instructional technology such as TVs, projectors, document cameras • Instructional software and headphones • Digital and hardcopy resources, and books • Math manipulatives and calculators. • (2) Tutor/Monitors (Salary & Benefits) • AVID Coordinator (Additional hourly) • Additional hourly (certificated and classified) • Student laptops and chargers 	<p>All students</p>	<p>\$300,000</p>	<p>Administrator</p>
<p>1B Implement AVID strategies schoolwide to ensure all students have access to instructional strategies that work.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Supplemental instructional materials • Additional hourly for College Tutors • Additional hourly for Tutor/Monitor • AVID workshops, travel, and conferences <p>Goal 1a New action Promote language development and AVID strategies for English learners</p> <p>Expenditure</p>	<p>English learners</p>	<p>\$75,000</p>	<p>Administrator AVID Coordinator</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Supplemental instructional materials and curriculum • AVID membership fees • Travel, conference, and professional development costs • Organizational supplies/materials 			
<p>1E Provide students with learning experiences that incorporate real-life applications of science, mathematics, engineering, and arts to reinforce algebraic thinking and the real and complex number systems (STEAM)</p> <p>Expenditures:</p> <ul style="list-style-type: none"> • Virtual and/or in-person field trip related fees 	All	\$75,000	Administration

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.	89,013
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	3,914
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)	44,844
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		133,857
Total amount of state funds spent (SUPC)		44,844
Total amount of federal funds spent (Title I)		89,013
Total amount of state and federal funds spent		133,857
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
Kim Hall	Principal	Not-Applicable	Not-Applicable	1
Virginia Johnson	Classroom Teacher	2 years	June 2023	1
Monica Jauregui	Classroom Teacher	2 years	June 2022	1
Vacant	Classroom Teacher	2 years	June 2023	1
Vacant	Classroom Teacher	2 years	June 2023	1
Maritza Fulgham	Other Staff Member (Specify): Community Liaison	2 years	June 2023	1
Natalia Sanchez	Parent/Community Member	2 years	June 2023	1
Gayshea Sanchez	Parent/Community Member	2 years	June 2023	1
Tomas Ruiz Vazquez	Parent/Community Member	2 years	June 2023	1
Syncere Ahumada	Student Member	1 year	June 2022	1
Jose Lopez	Student Member	1 year	June 2022	1
Jayden Montez	Student Member	1 year	June 2022	1

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

5/6/22

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 5, 2022.

Attested:



Principal, Kim M. Hall, Ph. D. on

5-5-22

SSC Chairperson, Kim Hall on

5-5-22