

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

**SPSA Year:**

X2022-23

School Name and School Code	Wayne Ruble Middle School 36 67710 0102509		SSC Approval Date: May 10, 2022
School Address	6762 Juniper Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Pending Board Approval June 22, 2022  Original
Name of Principal		Phone # and Email	909-357-5530, Annemarie.Cabrales@fUSD.net
Name of SSC Chairperson		Phone # and Email	909-247-9562, Arakmamomma@outlook.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Mission Statement: Wayne Ruble Middle School – building a community where all members will achieve their maximum potential.

Theme: Taking Pride with Every Stride!

### SCHOOL AND COMMUNITY PROFILE

One of the unique qualities of our school is that it proudly adorns the name of a gentleman who has long been an active Fontana teacher, community leader, school board member. Our school first opened its doors to the students of North Fontana in August 2004.

Wayne Ruble Middle is a single-tract school which serves an average of 1,310 6th, 7th, and 8th grade students. Our student body is composed of a rich and diverse group of ethnicities and cultures. Our largest population is our Hispanic/Latino students which make up 77% of our student body. Our remaining student body is comprised of 8% African American, 6% Caucasian and 2% of Asian descent. Other student groups include our GATE students, 14%, English Language Learners, 15%, Special Education students (Resource, Special Day, Speech, Adaptive Physical Education, and Severely Handicapped) 12%. All our students received free or reduced breakfast and lunch.

In accordance with the middle school philosophy, we understand the important of assisting our student in developing and maintain a healthy self-concept. Our staff prides itself in our ability for form healthy relationships with and among our students. All students are conferenced with, to establish goals, social skills development and conflict mediations. Each of our student regardless of their grades or academic classification are a part of these skills development.

We will provide each student with a quality education by ensuring that every teacher is more than qualified. We will also ensure that our teachers receive consistent training in “best practices” and research proven techniques. Human Resources makes every effort to attract and employ only highly qualified teachers. Having highly qualified teachers in the classroom providing quality instruction is the best way to increase student achievement. Ruble currently has 100% of their certificated teaching staff, “Highly Qualified”.

We will provide each student with an environment which can be characterized as supporting and relationship based. One of the ways we will achieve this is via open two-way communication with and among parents and students.

### SPSA HIGHLIGHTS (bullet points)

Wayne Ruble Middle School was recognized and re-designated as a "Schools to Watch" Taking Center Stage Program high performing school in 2022.

- Intentional alignment of services and supports for English Learners to increase academic and language achievement

## SCHOOL BACKGROUND

	<ul style="list-style-type: none"><li>• Intentional alignment of CTE pathways to our feeder high schools</li></ul>
INCREASED OR IMPROVED SERVICES (bullet points)	<ul style="list-style-type: none"><li>• Increase Math support and PD for teachers</li><li>• Increase TOA math support using an RTI model</li><li>• Create capacity for team/grade level leads</li><li>• Increase district TOA support targeting our African American and EL students specifically in Math</li><li>• Increase EL TOA support and professional development for designing Language Objectives across all content areas</li><li>• Increase social and emotional support for all students</li><li>• Increase integration of technology during classroom instruction in ELA (Study Sync) Math (Math Tech Book) and Social Studies (TCI)</li></ul>
MOONSHOT	We are developing a moonshot proposal to align systems with our feeder high school pathways in studio production, aviation, and STEAM.

## School and Student Performance Data

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

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

### Student Population

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

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1310</b>	<b>74.3</b>	<b>15.0</b>	<b>1.1</b>

This is the total number of students enrolled.

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

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

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

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	197	15.0
Foster Youth	14	1.1
Homeless	7	0.5
Socioeconomically Disadvantaged	973	74.3
Students with Disabilities	149	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	128	9.8
American Indian or Alaska Native		
Asian	42	3.2
Filipino	41	3.1
Hispanic	972	74.2
Two or More Races	39	3.0
Native Hawaiian or Pacific Islander	3	0.2
White	85	6.5

**These data points indicate:**

1. The majority of our students are classified as socio-economically disadvantaged. This reveals the need for the advocacy for equitable resources to ensure their success and access to high quality instruction and timely intervention.
2. Our students with disabilities population is at 12%. This reveals the need for on-going monitoring and support to ensure services are being provided as listed in their IEP and that they have access to the resources and services they need.
3. Our English Learner population is a little over 15%. This reveals the need for continued ELD and ALD instruction for our English Learners to ensure language acquisition is achieved and we continue to reclassify all English Learners to Fluent English proficiency.

## 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.

### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Green

###### Mathematics



Yellow

##### Academic Engagement

###### Chronic Absenteeism



Green

##### Conditions & Climate

###### Suspension Rate



Green

**These data points indicate:**

1. Our focus on ELA and Math instruction has been effective in increasing our students' proficiency levels. This reveals the need to continue to provide effect implementation of our state adopted curriculum and supplemental resources.
2. Chronic absenteeism has significantly decreased. This reveals the need to continue to monitor student attendance, provide incentives and make home visits with our counselors as needed.
3. Suspensions have significantly decreased. This reveals the need to continue to provide counseling services and our multi-tiered support services for students.

## School and Student Performance Data

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

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

### Academic Performance English Language Arts

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

Lowest Performance



Red



Orange



Yellow



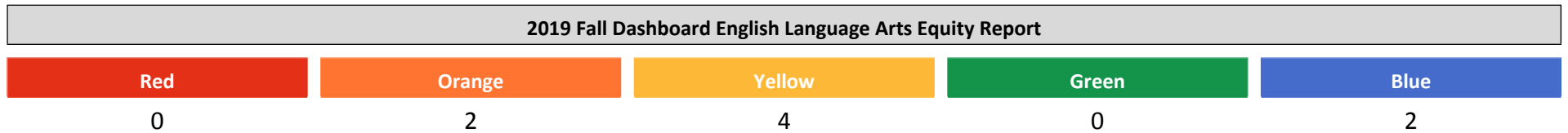
Green



Blue

Highest Performance







This section provides number of student groups in each color.











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
 Green 4.4 points below standard Increased ++10.3 points 1192	 Orange 40.5 points below standard Maintained ++1 points 408	 No Performance Color 72.4 points below standard 17
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 29.4 points below standard Increased Significantly ++18.4 points 14	 Yellow 12.5 points below standard Increased ++10.3 points 1001	 Orange 116.4 points below standard Increased ++14.4 points 141

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>Yellow</p> <p>12.2 points below standard</p> <p>Increased Significantly ++20 points</p> <p>88</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>55 points above standard</p> <p>Increased Significantly ++21.7 points</p> <p>31</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>61.1 points above standard</p> <p>Increased ++8.5 points</p> <p>44</p>
<p><b>Hispanic</b></p>  <p>Yellow</p> <p>10.4 points below standard</p> <p>Increased ++8.8 points</p> <p>922</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>26.7 points above standard</p> <p>Increased Significantly ++37.5 points</p> <p>29</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>5 points above standard</p> <p>Maintained ++0.5 points</p> <p>75</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>105.2 points below standard</p> <p>Increased ++10 points</p> <p>156</p>	<p><b>Reclassified English Learners</b></p> <p>0.4 points below standard</p> <p>Increased ++9.4 points</p> <p>252</p>	<p><b>English Only</b></p> <p>3.2 points above standard</p> <p>Increased ++14.4 points</p> <p>604</p>

**These data points indicate:**

- All student groups with the exception of English Learners and white students increased their average DFS. This reveals that, although our English Learner and white subgroups maintained their average DFS, an achievement gap exists in English Language Arts proficiency.

2. The distance from meeting the standard for English Learners and Students with Disabilities is closing but it is more the twice the deficit than the All Students group.

## 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)]

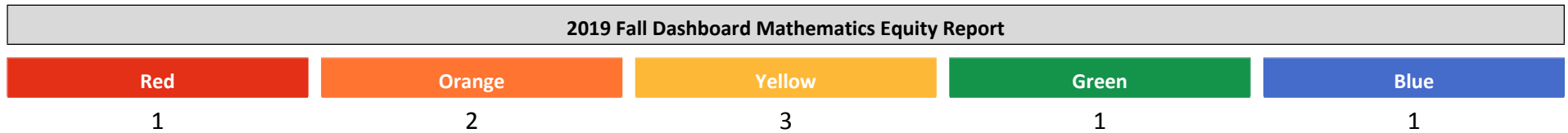
A review of the following data informs the comprehensive needs assessment.

### 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**


<b>All Students</b>
 Yellow
50.3 points below standard
Increased ++3.9 points
1191

<b>English Learners</b>
 Orange
81.3 points below standard
Declined -6.9 points
406







<b>Foster Youth</b>
 No Performance Color
77.6 points below standard
17

<b>Homeless</b>
 No Performance Color
84 points below standard
Increased Significantly ++45.7 points
13

<b>Socioeconomically Disadvantaged</b>
 Yellow
60.4 points below standard
Increased ++3.7 points
1000

<b>Students with Disabilities</b>
 Red
162.1 points below standard
Maintained ++1.1 points
140

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

African American	American Indian	Asian	Filipino
 Yellow 78.1 points below standard Increased Significantly ++21.2 points 87		 Blue 44.9 points above standard Increased Significantly ++26.7 points 30	 Green 33.1 points above standard Maintained -2 points 44
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59 points below standard Maintained ++1.3 points 923	 No Performance Color 3 points above standard Increased ++7.3 points 29		 Yellow 18.3 points below standard Maintained ++1.3 points 75

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
139.7 points below standard Increased ++10 points 154	45.7 points below standard Declined -3 points 252	45.8 points below standard Increased ++10.7 points 604

**These data points indicate:**

1. There is a significant achievement gap in Math for our English Learner student group and the All Student group. This reveals the need to increase academic language support for our English Learners. Therefore, we will provide additional professional development/coaching from our secondary math Teacher on Assignment as well as our English Learner Teacher on Assignment to target academic language support in math.

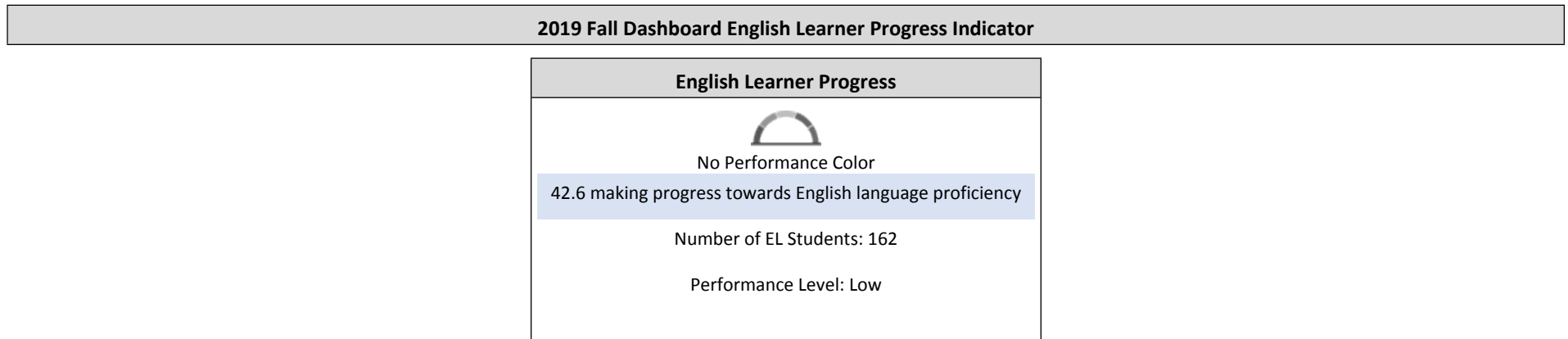
## School and Student Performance Data

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 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.



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.9	31.4	3.7	38.8

#### These data points indicate:

1. Thirty-eight point eight percent of our English Learner population progressed at least one ELPI level. This reveals that more than 60% of our EL subgroup did not make adequate progress when tested with ELPAC.



2. Nearly 32% of our English Learner population have maintained their ELPI level and did not increase in their English Language acquisition as demonstrated on ELPAC assessment.
3. One-fourth of our English Learner population decreased an ELPI Level as demonstrated on ELPAC assessment. This indicates a need to address the instruction being provided to our EL students during I-ELD and D-ELD.

## 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)]

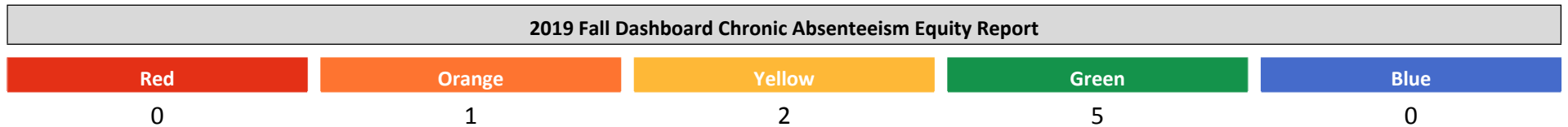
A review of the following data informs the comprehensive needs assessment.

### 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.

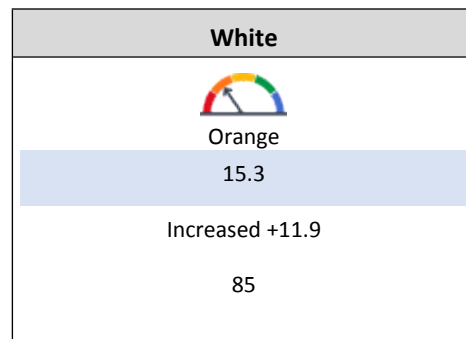
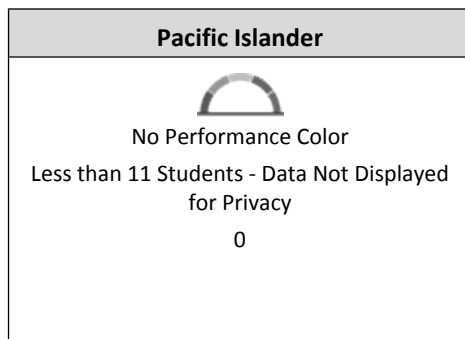
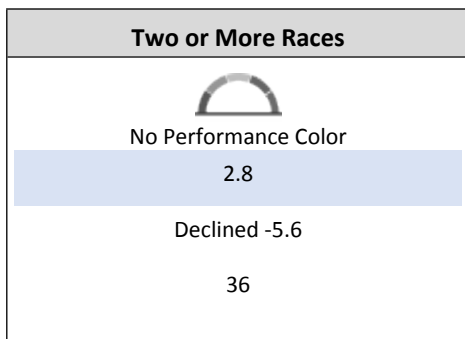
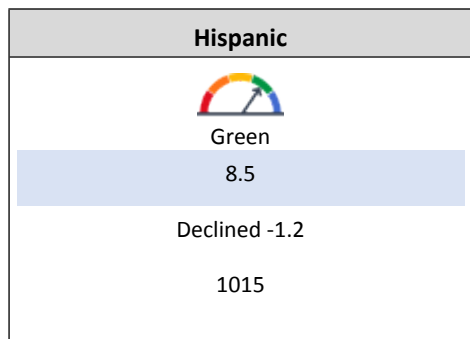
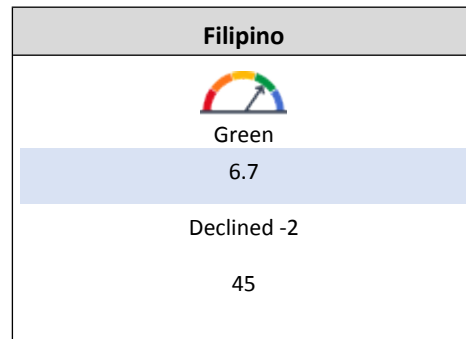
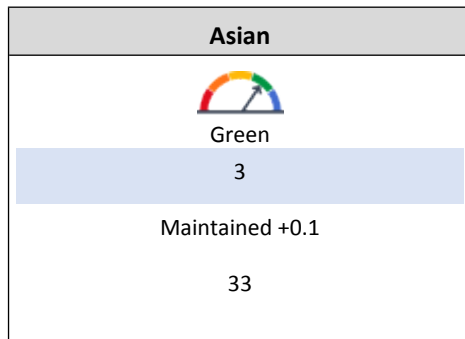
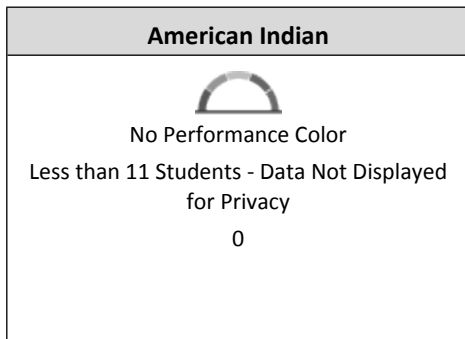
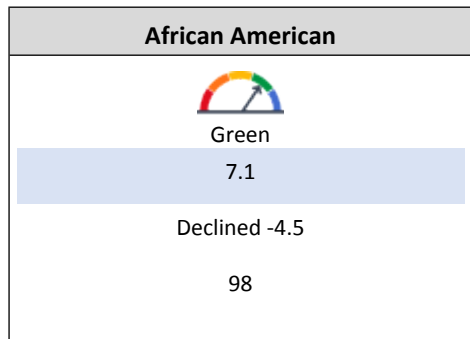


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

All Students	English Learners	Foster Youth
 Green 8.5 Declined -0.8 1312	 Yellow 10.4 Declined -0.9 193	 No Performance Color 4.5 Declined -13.1 22
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 40.9 Increased +19.2 22	 Green 9.4 Declined -1.1 1094	 Yellow 12.7 Declined -1.7 157

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



### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1356	110	8.2
Female	668	54	8.1
Male	688	56	8.2
American Indian or Alaska Native	0	0	0.0
Asian	44	0	0.0
Black or African American	133	10	7.6
Filipino	43	0	0.0
Hispanic or Latino	1002	89	8.9
Native Hawaiian or Pacific Islander	3	0	0.0
Two or More Races	40	1	2.6
White	89	10	11.2
English Learners	208	25	12.2
Foster Youth	16	0	0.0
Homeless	13	1	7.7
Socioeconomically Disadvantaged	1001	100	10.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	157	26	17.1

**These data points indicate:**

- Chronic absenteeism increased for our students in EL, Socioeconomically Disadvantaged, Homeless, and Students with Disabilities student groups. Our White student group trended in positive direction from 2019 at 15.3 to 11.2 in 2020. All students participated in Distance Learning during the 2020-21 school year. Many felt disconnected to school, experienced technology log in/internet issues, or were unsupervised at home due to parents working. This reveals the need to monitor and target ALL student groups to ensure they are feeling connected to school. Therefore, we will reach out to provide all available resources and services to our families, identify and track attendance, and schedule intervention meetings with families.

## 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)]

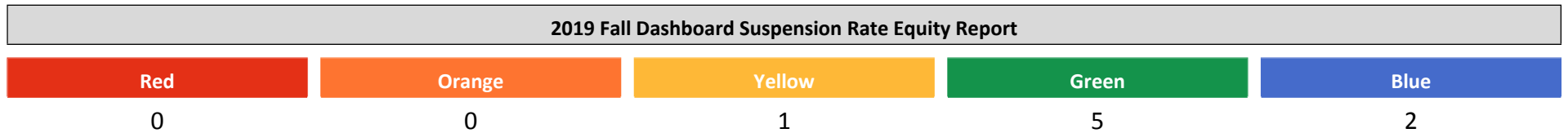
A review of the following data informs the comprehensive needs assessment.

### 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**

All Students	English Learners	Foster Youth
 Green 2.5 Declined -2.2 1356	 Blue 1 Declined Significantly -5 202	 No Performance Color 3.4 Declined -4.9 29
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Declined -7.4 24	 Green 2.6 Declined -2.6 1125	 Green 2.4 Declined Significantly -6.2 167

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

African American	American Indian	Asian	Filipino
 Green 7.6 Declined -5.2 105		 Blue 0 Declined -5.9 33	 Yellow 2.2 Maintained 0 45
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.3 Declined -1.5 1049	 No Performance Color 0 Declined -10.7 38		 Green 1.2 Declined -2.1 86

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4.7	2.5

**These data points indicate:**

- All student groups showed a decline in suspensions over the prior year. This reveals that the strategies in place are working. Therefore, we will continue to provide positive reinforcements, make use of restorative practices with our MTSS TOA to build classroom and school climate, and continue to provide social-emotional lessons and activities through our school counselors.



## 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)	-0.18
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)	-0.43
Site Specific Measures: iReady Data % of growth from Fall to Winter Reading	10%
Site Specific Measures: iReady Data % of growth from Fall to Winter Math	14%

#### These data points indicate:

Wayne Ruble students did not meet the goal outcome of scoring greater than or equal to zero on the Conditional Growth Index for Reading. They did not meet the goal in Math either and are now demonstrating less than a year's growth in reading and math, with the most significant loss in math. Achievement was significantly lower than the schoolwide CGI for our African American, English Learner, Students with Disabilities and Foster Youth groups. Our goal areas where students need the greatest growth and support are Informational Text in reading and Geometry in math. Grade 6 students were consistently the lowest performing grade level in all goal areas.

Our implementation of iReady for intervention in Reading and Math is proving to be successful in narrowing the gaps our students began with this school year.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.19
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.38
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51
Site Specific Measures: Walkthrough Data: % of classrooms observed implementing ELD strategies learned in PD	75%
Site Specific Measures:	

**These data points indicate:**

Wayne Ruble English Learners did not meet the goal outcome of scoring greater than or equal to zero on the Conditional Growth Index for Reading or Math. They did not meet the goal in Reading or Math and are now demonstrating less than one year's growth in Math and Reading. Our EL students experienced less growth in Reading and Math, more than that of our All Student Group, increasing the gap significantly. Schoolwide performance band in reading indicates 56% of students scoring average to high. Data indicates that 21% of our English Learners scored average to high. In math, the discrepancy was even larger. Schoolwide for math, data indicated that 40% of students performed average to high. For our English Learners, only 8% performed average to high. Observations have identified teachers implementing use of sentence frames to support academic language usage (speaking/listening). Classrooms have evidence indicating implementation of professional development using strategies to support English Learners in content specific areas.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 19% Level 3: 35% Level 2: 27% Level 1: 18%
2020-2021 ELPAC Listening Domain: % by Performance Level	12% - Well Developed 65% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	64% - Well Developed 21% - Somewhat/Moderately Developed 15% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	9% - Well Developed 36% - Somewhat/Moderately Developed 55% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	6% - Well Developed 80% - Somewhat/Moderately Developed 13% - Beginning Development

**Language Acquisition Data – English Learners (EL)**

Site Specific Measures: Walkthrough Data: % of classrooms observed implementing ELD strategies learned in PD	75%
Site Specific Measures: i-Ready usage and lesson pass rate	97% Usage 72% Passing

**These data points indicate:**

Based on ELPAC data, reading and listening development is the greatest area of need with the highest percentages at the beginning to develop level. ELPI data indicates our Level 3H students are progressing, but a large percentage of 3L, 2H, and 2L are maintaining or decreasing. Students are receiving additional targeted English language support in specific content areas. Observations have identified teachers implementing use of sentence frames to support academic language usage (speaking/listening). Classrooms have evidence indicating implementation of professional development using strategies to support English Learners in content specific areas. Data collected from iReady reading indicates an increase in the top three bands from 42% to 52% and a decrease in the bottom two bands from 58% to 48%.

**Parent/Family Engagement**

School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	17%
Site Specific Measures: Average number of participants for Parent Empowerment workshops	40 up to date
Site Specific Measures: Positive response rates on survey of Parent Empowerment workshops	

**These data points indicate:**

We did not meet the goal of 25% of Wayne Ruble parents completing the Parent/Family Climate Survey. Parent Empowerment workshops include Self-Regulation and Emotional Support, Signs of Suicidal, Cyber-Bullying, and Signs of Drug Use. The topics of the workshops provided were based on the needs of our students identified through increased instances of self-mutilation, vaping, and bullying through group chats and social media platforms.

**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:**

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
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.

Based on our ELPAC Achievement Data, of the 219 students comprising our English Learner population, 32% increased at least one ELPI level. Of 219 students, 23 % maintained or increased to a level 4, 39.2% scored 3L or 3H, and 17% decreased one ELPI level. From 2019-20 to 2020-21, thirty-eight students decreased one ELPI level in at least one domain. Of those thirty-eight students, twelve are listed as Students with Disabilities. From 2019-20 to 2020-21, Thirty-eight students maintained at level 1-2h . This data indicates that our Integrated ELD is providing adequate support and increasing our EL students' language acquisition and vocabulary development in the general education setting but not in the special education setting. We have provided support from bilingual aides within our SEI and general education content area classrooms to help support students' linguistic needs. Classroom observations and informal walkthrough data have identified consistent usage of sentence frames, graphic organizers, and productive partnering in all classrooms. Special Education aides provide support in RSP and SDC classrooms for identified English Learners who are also identified as a Student with Disabilities. Evaluation of the 2021-22 implementation of Integrated ELD shows that students have continued to make adequate growth, but continued professional development is needed for teachers and paraprofessionals in core subject areas to support Integration of ELD in all areas to maximize students' application of skills.

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

Based on our ELPAC Achievement Data, 109 students are currently receiving Designated ELD instruction from highly qualified teachers who hold a single subject English credential or multiple subject credentials with a B-CLAD, CLAD authorization, Students are provided with opportunities to practice the four domains of literacy each day. Coaching is available weekly for our ELD/ALD teachers from a Program Specialist in the Department of Multilingualism Programs & Services. Of the fifty-one seventh and eighth graders continuing in ELD/ALD courses, nine increased one ELPI level (14%), twelve maintained their current level (23.5%), and twelve decreased one level (23.5%). This data indicates that our Designated ELD was not very effective at all in moving our students towards reclassification as a fluent proficient English learner during Distance Learning that occurred last year. Evaluation of the 2020-21 implementation of Designated ELD through Distance Learning shows that students are not being successful based on MAP scores and ELD/ALD grades. This led to a change in our master schedule for the 2021-22 school year and the assignment of our teaching staff. Rather than have a single teacher focus on Designated ELD, we revised our master schedule and created a PLC team of teachers across content areas to provide Designated ELD. This move provided more "Ownership" of our students and created a PLC to focus on analyzing data and planning and delivering designated, adopted instructional materials.

**What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)?** Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Based on our ELPAC data analysis, we will continue to work on identified, specific need to target language acquisition/development in both Integrated and Designated ELD settings specific to our Students with Disabilities. The following adjustments are needed to improve our ELD program:

- Provide professional development for our classified aides who support the linguistic needs of their students.
- Provide training to our SPED team with creating goals in English Learners IEPs to ensure we are being specific and deliberate with our instruction to meet the individual needs of the students.
- Provide professional development for all teachers to increase their knowledge in development of lesson plans to incorporate language objectives and strategies for delivery of instruction specific in the four domains of literacy, reading, writing, listening and speaking.

We will continue with the identified adjustments for the 2022-23 school year and our current teacher assignments for ELD and ALD courses.

## Comprehensive Needs Assessment

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

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

### Data Analysis

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

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>We are using parent surveys, School-Created student surveys to address social, and emotional concerns, and Naviance (College &amp; Career)</p> <p>Parent Survey Report: 195 parents responded which resulted in a response rate of 17%.</p> <p>Strengths identified based on survey results: Inclusion Efforts: From the survey, 91% of respondents agreed with, "This school believes in every students' ability to excel academically." From the survey, 86% of respondents agreed with, "This school encourages students to care about one another." Environment: From the survey, 84% of respondents agreed with, "My child's school environment is clean and in good condition." Policy Awareness: From the survey, 87% of respondents agreed with, "Never" to How often is tobacco use and vaping use allowed on school property and at school events?</p> <p>Weaknesses identified based on survey results: School Safety: From the survey, 28% of respondents agreed with, "How often do you worry about violence at your child's school." From the survey, 69% of respondents agreed with, "It is not likely for my child to be bullied at his/her school." School Climate: From the survey, only 61% of respondents agreed with, "To what extend do children enjoy going to your child's school?"</p>

## Analysis of Qualitative Data

From the survey, only 50% of respondents agreed with, "How motivating are the lessons at your child's school?"

### Student Survey Report:

361 7th Graders (83% response rate)

### Strengths identified based on survey results:

#### Other Risks:

From the survey, 70% of respondents answered "Once in a while or almost never" to "Have I ever felt sad or hopeless".

From the survey, 89% of respondents answered "I have never considered attempted suicide".

### Weaknesses identified based on survey results:

#### Learning Opportunities:

From the survey, 22% of respondents answered "I was able to decide things such as class activities or class rules".

From the survey, 15% of respondents answered "How often do I do things at school that make a difference".

### Student Social-Emotional Learning Survey:

435 Students responded (85.3% response rate)

### Strengths identified based on survey results:

#### Supportive Relationships:

From the survey, 76% of respondents answered, "I had a teacher or other adult from school who I can count on to help me, no matter what".

### Weaknesses identified based on survey results:

#### Self-Efficacy:

From the survey, 39% of respondents answered, "I am confident that I will remember what I learned in my current classes next year".

### Naviance:

Counselors provided lessons for students on College & Career Readiness

Counselors provided the following Health/Well Being & Social-Emotional lessons:

Sexual Harassment

Cyber-bullying

Bullying

High School 101

Multi-Tier Support System (MTSS) Teacher on Assignment provided the following lessons:

Attendance/Truancy support groups

Conflict Resolution

Although survey responses were generally positive, we received limited responses to the Parent/Family climate survey. We will work increase participation in the survey.



**Analysis of Qualitative Data**

Informal input was gathered from the Instructional Leadership Team (ILT) that teachers needed additional time to collaborate in within their PLCs. Based on this need, teachers were provided with Admin. Directed Wednesday time to meet. Staff meeting were held only when necessary to provide as much time as possible for PLCs.

**Classroom Observations**

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

Thirty-seven formal teacher observations and 56 informal walkthrough observations occurred between August 6 and February 4, 2022. Data gathered indicated evidence of implementation of state-adopted curriculum and supplemental materials. Teachers facilitated learning using textbooks and online curriculum platforms for ELD/ALD, Study Sync, TCI, Discovery Math Techbook and Discovery Science Techbook. Interventions were provided using iReady Reading & Math and Read 180. Organizational skills were implemented through AVID. Students received enrichment opportunities through ASB, WEB, Yearbook, Vocal Music and Band, STEAM, Aviation and Literature Appreciation. Learning Targets & Success Criteria were evidenced in all lesson plans for ELA, Math, Science and Social Studies classrooms. Based on data gathered through Classroom Observations, teachers need to receive continued support from the Multilingual Programs Specialist for strategies to deliver Language Objectives during instruction in all content areas.

**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)

Wayne Ruble Middle School follows the district assessment calendar which includes timelines to provide all state and district assessments. Those assessments are analyzed via professional learning teams to identify next steps needed to support increasing student achievement. Per the California Dashboard, ELA data reports that All Students are 4.4 below DFS met. This is an increase of 10.3 points from the previous year. All subgroups increased and closed the gap with the exception of our EL population. In comparison, our English Learners are 40.5 points below DFS met. They maintained with an increase of 1 point. Other subgroups were: Homeless at 29.4 below DFS, increasing significantly by 18.4 points, SED at 12.5 below DFS, increasing by 10.3 points, and SWD 116.4 points below DFS, increasing by 14.4 points.

Per the California Dashboard, Math data reports that All Students are 50.3 points below DFS met. This is an increase of 3.9 points from the previous year. All subgroups increased and closed the gap with the exception of our EL population and our SWD who declined and maintained. Our EL population was 81.3 points below DFS and had a decline of 6.9 points. Homeless

**Standards, Assessment, and Accountability**

	<p>student and SED student populations increased significantly over the past year with increases of 45.7 and 3.7 points while SWD maintained with an increase of 1.1 points.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Wayne Ruble Middle School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student group:</p> <ul style="list-style-type: none"> <li>• Performance Matters reports for student enrollments with ELPI data</li> <li>• Performance Matters reports for common, formative assessments in math, science, social studies, and English. Throughout the year, each content area developed protocols to guide discussions during PLC Collaboration time.</li> </ul> <p>We use the following:</p> <ul style="list-style-type: none"> <li>• MAP Reports</li> <li>• ELPAC Reports</li> <li>• CAASPP Reports</li> </ul> <p>Data gained from these reports are used to determine student placement in ELD and ALD classes, as well as what students will be reclassified.</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>Above and beyond section three, administrators, teachers, parents and staff (Through the PLC process, Instructional Leadership Team, School Site Council, and English Learner Advisory Committee) will work together to:</p> <ul style="list-style-type: none"> <li>• Create a PLC team specifically to evaluate and monitor the needs of our English Learners</li> <li>• Use data analysis to identify students' needs and how they are being addressed</li> <li>• Discuss needs and identify appropriate actions/services and related expenditures</li> <li>• Develop identified, appropriate actions/services and related expenditures</li> <li>• Monitor actions/services throughout the school year</li> <li>• Evaluate effectiveness of actions/services that are most/least effective and determine why</li> <li>• Use metrics to examine each action/service to determine whether to continue, modify or discontinue</li> </ul>
<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>Our English Learner program is monitored through quarterly ELAC meetings. School data compiled from state, district and common assessments is shared with stakeholders. Teachers regularly examine EL data during PLC collaboration time, especially the ELD/ALD PLC team. Parents, staff and school administration work together to evaluate the program and services.</p>
<p><b>Identified Needs based on Findings:</b></p> <p>We need to continue to provide teachers with time to analyze data, identify student needs for all subgroups, and plan for high quality instruction using our state adopted curriculum and supplemental materials. We also need to provide coaching from our district TOAs and partnership consultants to improve student achievement and close the gaps from DFS met in ELA and Math. We need to target instruction for our EL in both I-ELD and D-ELD settings for ELA and Math. We need to identify students and provide Tier II interventions.</p>	

### Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Wayne Ruble Middle School determines staff development needs based directly on the content standards and the progress students are making towards those standards. Staff development topics also focus on improving first instruction with a focus on engaging students, checking for understanding, and ensuring language acquisition for English Learners. Through continued professional development and monitoring the implementation usage of students and teachers, we ensure higher levels of rigor, depth of knowledge and improved first instruction. Teacher identify and create Learning Targets and Success Criteria, designing common formative assessments to determine learning needs have been met, and to plan for interventions and enrichment.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Teachers are provided with PLC Collaboration time, coaching with our Teachers on Assignment (TOA) for ELA, Math, Science, and Technology and support from our Special Education Program Specialist. Additionally, our Math teachers receive support through demonstration and coaching blocks with our consultant from Discovery Education.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers are provided with time every Wednesday to collaborate with peers. Teachers are provided with Professional Development prior to the start of the school year. Professional Development is followed by three non-student for collaboration to analyze data, and plan effective, targeted instruction. Every Wednesday, teachers are also provided with Administrative Directed time to collaborate and plan. The school site and district offer additional trainings throughout the year in which teachers can participate and develop strategies to improve instruction and student success.

**Identified Needs based on Findings:**

We recognize there is a need for professional development for Integrated and Designated ELD specific to training teachers on how to create language objectives and delivery of lessons. We also need to provide training to our bilingual and instructional aides who support English Learners and Students with Disabilities.

### Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Grade English</td> <td style="width: 25%;">Math</td> <td style="width: 25%;">Science</td> <td style="width: 25%;">Social Science</td> </tr> <tr> <td>6-8th Study Sync Big Idea</td> <td></td> <td>Discovery Science Techbook</td> <td>TCI History Alive!</td> </tr> <tr> <td>Discovery Math Techbook</td> <td>Prentice Hall</td> <td></td> <td></td> </tr> </table> <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. 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>	Grade English	Math	Science	Social Science	6-8th Study Sync Big Idea		Discovery Science Techbook	TCI History Alive!	Discovery Math Techbook	Prentice Hall		
Grade English	Math	Science	Social Science										
6-8th Study Sync Big Idea		Discovery Science Techbook	TCI History Alive!										
Discovery Math Techbook	Prentice Hall												

### Teaching and Learning

Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All students (100%) have equity and access to all instructional materials. 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.
<b>Identified Needs based on Findings:</b>	
Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.	
Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.	
Teachers need to continue to build expertise in creating learning targets and success criteria.	
Teachers need supplemental resources to differentiate instruction, assistance in delivering instruction, and time to analyze data, and plan for instruction in all content areas. Students need access to instructional materials, increased rigor and access to differentiated instruction, enrichment, and timely interventions.	

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	WRMS students are provided with extended learning opportunities such as after school tutoring. AVID strategies such as Cornell notetaking, collaborative and collaborative study groups. Bilingual Aides, Instructional Aides, and College Tutors EL Site Monitor, CLAD certified instructors, Guidance Counselors, and a Climate & Culture Teacher on Assignment.
Student groups for whom there exist disparities in achievement and summary of the root causes.	California Dashboard Data shows that Students with Disabilities (SWD), English Learner students (EL) and Socio-economically disadvantaged students (SED) performed lower on state and local assessments. WRMS uses data from iReady Reading and Math to identify areas of strength and areas of need schoolwide, as well as for specific subgroups. Achievement gaps were identified using iReady Reading and Math data for our Students with Disabilities. Although our Students with Disabilities are showing growth in both areas, they are still performing at least two years below grade level in both Reading and Math. Many factors have contributed to the limited growth but the most apparent is the lack of time in school during the 2020-2021 school year and the 2021-22 school year due to Covid related illnesses and the need to quarantine. We tasked ourselves with identifying factors within our control such as lesson design, incorporating specific learning objectives and language objectives, and delivery of instruction that would support academic growth for our identified student groups. Wayne Ruble Middle School staff received additional professional development this year to strengthen their skillset in the analysis of data, delivery of differentiated instruction, alignment of goals and accommodations identified in students' IEPs, and both designated and integrated English Language Development instruction. Our Multilingual Program Specialist provided training prior to the beginning of the school year with an emphasis on developing Language Objectives across all content areas, to increase language proficiency for all students as well as our Students with Disabilities and English Learners. All ELA and Math teachers also received training prior to the start of the school year in the implementation of iReady Reading and Math, to provide differentiated instruction for all students. Ongoing professional development and coaching was also provided throughout the

### Opportunity and Equal Educational Access

	school year, using iReady data and MAP data, to align next steps with our pacing guides. Study Skills learning blocks were also incorporated into our master schedule to provide additional instructional support time for our Students with Disabilities.
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.	The needs of all students were not met by the SPSA Actions/Services implemented. Not all SPSA Actions/Services were fully implemented due to the shortage of qualified substitute teachers and applicants for College Tutor/Monitors. More than 57% of our English Learners are not making progress toward English language proficiency. There continues to be an achievement gap for our EL, SED, and SWD students.
<p><b>Identified Needs based on Findings:</b></p> <p>ALL students need to have access to a viable curriculum. Students with disabilities and EL students need additional support and time beyond the school day. Students need access to counselors and Multi-tiered Supports to address social and emotional concerns.</p>	

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.	Parent meetings are held monthly based on a Needs Assessment Survey to provide families with the opportunity to provide input and ask questions regarding their child's education. Parent workshops are provided through Parent Empowerment Project. Topics covered range from How to Understand Data, Internet Safety and Cyber Bullying to Parent Education. An additional parent meeting was held to provide information on Cyber-Security and Social Media. Parents are invited to participate in advisory committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Advisory Committee (DELAC), and District African American Parent Advisory Committee (DAAPAC). All meetings are held in English and Spanish translation is provided.
<p><b>Identified Needs based on Findings:</b></p> <p>We need strategies to increase parent involvement and participation at meetings and workshops. We offer sessions in English and Spanish, during school hours and in the evening yet our attendance, although improved, is still low.</p>	

### Funding

Services provided by state and local funds that enable underperforming students to meet standards.	District General and SUPC funds provide support for the state core curriculum and intervention programs to assist underperforming students, in meeting standards. General funds provide Special Education Mild/Moderate and Moderate/Severe teachers and aides to assist students with disabilities. Tutoring is offered and student support time blocks are scheduled daily to provide support for students who are under-performing. Two bilingual aides support students who are identified as English Learners as well as to support the administration of ELPAC testing. Two full time counselors and a Climate & Culture Teacher on Assignment provide conflict resolution, PBIS support and academic counseling. Professional Development and coaching is offered to teachers in ELA, Math, and ELD/ALD. Math and Language Arts intervention classes are provided with iReady Math and Houghton Mifflin Read 180 to support under performing students in grades 6-8. In addition, TOA coaching is provided to support curriculum implementation in Math, ELA, ELD, and Science.
--	--

### Funding

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Federal categorical funds of the school are used to support academic goals in English Language Arts, Math, and ELD as outlined in the Single Plan for Student Achievement. Underperforming students receive support through after school tutoring focused on math to ensure students stay connected to school. College Tutor/Monitors provide support for AVID students. A substitute counselor was funded for additional support for at-risk students. Parent Workshops are provided to increase parent engagement and provide parents with strategies to support academics, behavior, and social-emotional needs of their children. Teachers are provided with professional development and coaching to ensure quality first instruction in math, language arts and ELD through data analysis, planning, and lesson delivery.
--	---

**Identified Needs based on Findings:**

We need to focus our funding in the following areas:

- Services for English Learners to improve their productive language, specifically in reading and writing
- Ongoing professional development for teachers and aides for working with our EL, SWD, and SED students to increase student achievement
- Extended learning opportunities beyond the school day to increase student academic proficiency and language development
- Intervention support to ensure equity and growth in ELA and Math
- Increase parent engagement and participation to assist their children in academic and social emotional needs
- Social-Emotional Learning supports and additional staff and resources

### Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	<p>In December, March, April School Site Council and ELAC performed Progress Monitoring on the SPSA Actions and Services. In determining the level of implementation of Actions &amp; Services, the following was identified: We were unable to implement our Tutor/Monitors to support math instruction and English Language instruction due to lack of available candidates.</p> <p>In April School Site Council, with the input from ELAC, determined which actions to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. School Site Council and ELAC determined that student needs have remained the same and that we should continue with the existing actions and services.</p> <p>In May School Site Council reviewed and approved the 2022-23 SPSA.</p>
--	--

**Identified Needs based on Findings:**

We will conduct nominations and elections in August in order to include our parents of incoming 6th graders and have a fully functioning School Site Council in place at the start of the 2022-23 school year. We will maintain the option of the virtual platform to provide the opportunity for SSC and ELAC members to participate in all meetings.

## SWP Requirements

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>As a means to best understand and address students' learning needs, teachers and administration will engage in timely assessment and data analysis. Students will be provided access to high quality first instruction and intervention/enrichment opportunities. A school-wide multi-tiered system has been established to ensure students receive such supports within the school day based on their identified area(s) of need. In addition, after-school enrichment opportunities will be provided to students, including identified GATE students, to promote the attainment of State academic standards. We will provide opportunities for teachers to collaborate, analyze data and design lessons to meet the academic and linguistic needs of all students.</p>	<p>Quality instruction-Daily August,2022-May,2023 After school enrichment-Twice weekly Sept. 2022-Dec.2022 &amp; Feb.2023-May, 2023 PLCs-Weekly August, 2022-May, 2023</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>In order to provide students with a well-rounded education, we will focus our efforts on providing a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. As a site, we will utilize Read 180/iReady Reading &amp; Math, Math Tech Book, as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards. We will continue to provide extended opportunities for enrichment and intervention after school and during lunch. We will provide enrichment activities such as Engineering For Kids, Girls Who Code, and STEAM to enhance problem solving and collaboration skills.</p>	<p>Quality instruction-Daily August 2022-May, 2023 Supplemental intervention-Daily August, 2022-May, 2023 After school enrichment- Twice weekly Sept. 2022-Dec.2022 &amp; Feb.2023-May, 2023 Engineering For Kids-Twice weekly Sept. 2022-Dec. 2022 &amp; Feb. 2023-May, 2023 Girls Who Code-Twice weekly August, 2022-May, 2023 STEAM- Once per week August, 2022-May, 2023</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>In order to provide students at risk of not meeting the challenging State academic standards with a well-rounded education, we will focus our efforts on providing a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. As a site, we will utilize Read 180/iReady Reading &amp; Math, Math Tech Book, as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards. We will</p>	<p>Focus on ELD- Daily August, 2022-May, 2023 Supplemental intervention-Daily August, 2022-May, 2023 Counseling Groups- Once per week August, 2022-May, 2023</p>

	continue to provide extended opportunities for enrichment and intervention after school and during lunch. We will continue to provide assistance through our guidance counselors, Climate & Culture TOA, and Community Outreach Liaison to our most at-risk students to ensure they are on track for success.	Climate & Culture Groups- Once per week August, 2022-May, 2023 Community Outreach Liaison- As needed August, 2022-May, 2023
--	---	--



## 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)	-4.4	>= 3.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-50.3	>= -35.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.18	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.59	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.43	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	17%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>MAP data show students need early intervention, and enrichment in English Language Arts and Math in order to increase proficiency skills.</li> <li>MAP data show teachers need opportunities to meet in PLCs to analyze data, plan for instruction, standardize and calibrate grading practices and expectations to measure our efficacy.</li> <li>MAP data show teachers need professional development focusing on the continued implementation of technology integration, AVID, and content specific instruction specifically with Informational Text and Geometry.</li> <li>California Dashboard data shows the need to reduce our Chronic Absenteeism.</li> <li>California Dashboard data shows the need to reduce our number of suspensions for all students.</li> <li>Parent Survey data shows the need to increase parent participation for all parent/community events and meetings.</li> </ul>
----------------------------	--

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: Provide Professional Development &amp; Coaching on effective instructional practices, academic excellence, engagement, and social emotional supports to increase student proficiency</p> <ul style="list-style-type: none"> <li>• Sub coverage</li> <li>• Professional Development supplies and resources, books, digital resources</li> <li>• Printing</li> <li>• Certificated hourly</li> <li>• Conferences and Workshops - related fees</li> <li>• Contracted Services and related materials</li> </ul>	<p>Classroom Observations iReady Reading/Math Data</p>	All	Teachers/District TOA	\$5,000	\$15,000
<p>1B: Provide extended learning interventions for Math and Language Arts to increase student proficiency</p> <ul style="list-style-type: none"> <li>• Certificated/Classified/Sub hourly</li> <li>• Instructional supplies</li> <li>• Printing</li> </ul>	<p>Pre/Post data iReady Reading/Math Data</p>	At Promise Students	Admin/Tutoring Staff	\$10,000	
<p>1C: Provide enrichment (STEAM Focus) to increase student proficiency and engagement</p> <ul style="list-style-type: none"> <li>• Certificated/Classified/Sub hourly</li> <li>• Contracted services and related materials</li> <li>• STEAM, robotics, lab equipment, materials and digital resources</li> <li>• VAPA materials &amp; supplies</li> <li>• Instructional supplies</li> </ul>	<p>Student Survey</p>	All	Admin/Enrichment Staff		\$10,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Printing</li> </ul>					
1D: Provide targeted instruction to increase student achievement <ul style="list-style-type: none"> <li>Supplemental instructional resources</li> <li>College tutors/Classified hourly/Sub hourly</li> <li>Technology (Hovercam/TV/Headphones/Stylus /Earbuds/Surge Protectors)</li> <li>Books &amp; classroom literature sets (Digital or Hard Copy)</li> <li>Instructional software and digital resources</li> <li>Flexible seating</li> </ul>	iReady Reading/Math Data MAP Winter Data Classroom Observations	All	Admin/Teachers/Support Staff	\$10,000	
1E: Provide a summer program for ELA, Math, & STEAM to increase student proficiency <ul style="list-style-type: none"> <li>Certificated/Classified/Sub hourly</li> <li>Supplemental instructional resources</li> <li>Printing</li> </ul>	Sign In sheets Student Survey	All	Admin/Teachers	\$5,000	\$10,000
1F: Provide PLC (Grade level and Content Area) time for teacher to analyze data and plan to increase student achievement <ul style="list-style-type: none"> <li>Sub coverage</li> <li>Certificated hourly</li> </ul>	PLC feedback forms/agendas iReady Reading/Math Data Ds & Fs Report	All	Admin/Teachers/	\$15,000	

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
1G: Implement AVID schoolwide to increase student achievement <ul style="list-style-type: none"> <li>• College tutors</li> <li>• Certificated hourly</li> <li>• Instructional and Organizational Supplies</li> </ul>	Classroom Observations AVID Program Goals/Reflections	All AVID Students	Admin/Teachers	\$15,000	
1H: Provide Parent Trainings & Workshops to support student achievement and improve home to school communication <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Consultant and Related Fees</li> <li>• Printing</li> <li>• Student Planners/Agendas</li> <li>• Childcare</li> <li>• Certificated and classified additional hourly</li> </ul>	Sign In Sheets Participant Surveys	All	Admin/Community Outreach Liaison/Community Aide	\$4,100	
1I: Provide Other Means of Correction Implementation (OMOC) Academic Block to decrease Ds & Fs <ul style="list-style-type: none"> <li>• Certificated hourly</li> </ul>	Discipline Data Semester Grades	All	Admin/Teachers/Discipline Clerk	\$2,000	
1J: Provide social-emotional supports for student well being <ul style="list-style-type: none"> <li>• Certificated hourly and subs</li> <li>• Certificated Salary and Benefits</li> <li>• SEL supports &amp; resources</li> </ul>	Discipline Data Semester Grades	All	Admin/Counselors	\$16,354	

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
<b>Total Estimated Cost for This Goal:</b>				82,454	35,000

## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in language arts and mathematics through small group instruction.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-40.5	>= -25.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-81.3	>= -66.3
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.19	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.38	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51	>= 0

<b>Identified Need(s):</b>	<p>ELPAC data indicates that English Learners need to work on their reading skills. ELPI data shows that English Learners need extended opportunities to accelerate their language acquisition through daily instruction in core subject areas.</p> <p>ELPAC data shows that English Learners transitioning from elementary school to middle school need additional support in the area of reading.</p>
----------------------------	---

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 targeted instruction/interventions to improve proficiency in reading across content areas. <ul style="list-style-type: none"> <li>Instructional supplies/resources</li> <li>Certificated Hourly</li> <li>College Tutors</li> </ul>	MAP Reading & Math Winter Data iReady Reading & Math Winter Data Semester Grades for ELA	English Learners	Teachers/EL TOA/Content TOAs	\$5,000	

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
1a.B Diminish loss of classroom instructional time during ELPAC testing. <ul style="list-style-type: none"> <li>• Certificated Hourly (Teacher Prep Time)</li> <li>• Sub-Coverage</li> </ul>	Participation rates-ELPAC Reclassification rate	English Learners	EL Site Monitor/Admin/Teachers		\$5,596
<b>Total Estimated Cost for This Goal:</b>				5,000	5,596

## 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 EIs: 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)	42.6%	>= 45.6%

<b>Identified Need(s):</b>	<p>ELPAC and MAP Data show that English Learners need to develop their receptive and productive language, specifically in reading and writing.</p> <p>ELPAC data shows that English Learners need to increase language acquisition and use of academic vocabulary.</p> <p>ELPAC data shows that teachers and paraprofessionals (Aides) need Professional Development in designated ELD.</p>
----------------------------	---

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
1bA: Provide targeted instruction to develop academic vocabulary across content areas to increase English Learner student proficiency in reading and writing. <ul style="list-style-type: none"> <li>Supplemental instructional resources</li> </ul>	iiReady Reading/Math Data	English Learners	Admin/Teachers	\$2,000	
1bB: Provide professional development on developing reading and writing skills during integrated ELD <ul style="list-style-type: none"> <li>Certificated hourly</li> <li>Classified hourly</li> <li>Sub Coverage</li> </ul>	Walkthrough Observation Data PD Participation/Sign In Sheets	English Learners	Admin/Teachers/Aides/EL TOA	\$3,500	



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
<b>Total Estimated Cost for This Goal:</b>				5,500	

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1J: Provide social-emotional supports for student well being</p> <ul style="list-style-type: none"> <li>• Certificated hourly and subs</li> <li>• Certificated Salary and Benefits</li> <li>• SEL supports &amp; resources</li> </ul>	All Students	\$20,000	Admin
<p>1B: Provide extended learning interventions for Math and Language Arts to increase student proficiency</p> <ul style="list-style-type: none"> <li>• Certificated/Classified/Sub hourly</li> <li>• Instructional supplies</li> <li>• Printing</li> </ul>	All Students	\$10,000	Admin/Teachers
<p>1D: Provide targeted instruction to increase student achievement</p> <ul style="list-style-type: none"> <li>• Supplemental instructional resources</li> <li>• College tutors/Classified hourly/Sub hourly</li> <li>• Technology (Hovercam/TV/Headphones/Stylus/Earbuds/Surge Protectors)</li> <li>• Books &amp; classroom literature sets (Digital or Hard Copy)</li> <li>• Instructional software and digital resources</li> <li>• Flexible seating</li> </ul>	All Students	\$100,000	Admin
<p>1A: Provide Professional Development &amp; Coaching on effective instructional practices, academic excellence, engagement, and social emotional supports to increase student proficiency</p> <ul style="list-style-type: none"> <li>• Sub coverage</li> <li>• Professional Development supplies and resources, books, digital resources</li> <li>• Printing</li> <li>• Certificated hourly</li> </ul>	All Students	\$10,000	Admin

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> <li>• Conferences and Workshops - related fees</li> <li>• Contracted Services and related materials</li> </ul>			
<p>1G: Implement AVID schoolwide to increase student achievement</p> <ul style="list-style-type: none"> <li>• College tutors</li> <li>• Certificated hourly</li> <li>• Instructional and Organizational Supplies</li> </ul>	AVID Students	\$10,000	Admin/AVID Coordinator
<p>1E: Provide a summer program for ELA, Math, &amp; STEAM to increase student proficiency</p> <ul style="list-style-type: none"> <li>• Certificated/Classified/Sub hourly</li> <li>• Supplemental instructional resources</li> <li>• Printing</li> </ul>	All Students	\$15,000	Admin
<p>1C: Provide enrichment (STEAM Focus) to increase student proficiency and engagement</p> <ul style="list-style-type: none"> <li>• Certificated/Classified/Sub hourly</li> <li>• Contracted services and related materials</li> <li>• STEAM, robotics, lab equipment, materials and digital resources</li> <li>• VAPA materials &amp; supplies</li> <li>• Instructional supplies</li> </ul>	All Students	\$10,000	Admin

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	92,954
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	4,087
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	40,596
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		133,550
<b>Total amount of state funds spent (SUPC)</b>		40,596
<b>Total amount of federal funds spent (Title I)</b>		92,954
<b>Total amount of state and federal funds spent</b>		133,550
<b>Balance</b>		0

## School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Anne-Marie Cabrales	Principal	Non-applicable	Non-Applicable	1
Patricia Cordura	Classroom Teacher	2 years	May 2023	1
Jodie Edmiston	Classroom Teacher	2 years	May 2022	1
Kathryn Morrison	Classroom Teacher	2 years	May 2022	1
Jordan Dodge	Classroom Teacher	2 years	May 2023	1
Priscilla Garcia	Other Staff Member (Specify):	2 years	May 2022	1
Erin Fox	Parent/Community Member	2 years	May 2022	1
Kimberly Miller	Parent/Community Member	2 years	May 2023	1
Justine Alvarez	Parent/Community Member	2 years	May 2023	1
Aislyn Cota	Student Member	1 year	May 2022	1
Isabella Garcia	Student Member	1 year	May 2022	1
Alana Min	Student Member	1 year	May 2022	1

## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

**Signature**

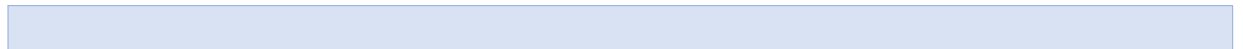
**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



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

Name of School: Wayne Ruble 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 Maria J Garcia  
Electronic Signature

Other committees established by the school or district (specify) \_\_\_\_\_  
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: 5/10/2022

Attested:

Anne-Marie Cabrales Anne-Marie Cabrales 5/10/2022  
Typed name of School Principal      Signature of School Principal      Date

Justine Alvarez [Signature] 5/17/2022  
Typed name of SSC Chairperson      Electronic Signature of SSC Chairperson      Date