

# 2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Alder Middle School 36-67710-6059398		SSC Approval Date: May 5, 2021
School Address	7555 Alder Ave., Fontana, CA 92336		Local Governing Board Approval Date: Presented to the Board on 6/2/2021  Original
Name of Principal	Melissa Weber	Phone # and Email	909-357-5330, Melissa.Weber@fusd.net
Name of SSC Chairperson	Emma Ramirez	Phone # and Email	951-492-1516, 3lvlywomen@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Alder’s Vision: Students, staff, and parents come together as a family to support and inspire one another based on who we are, what we do, and where we are going.

Alder’s Mission: All students will learn in an engaging environment working towards becoming lifelong learners by showing Responsibility, Integrity, Safety, and Excellence (RISE).

Goal: Increase Student Achievement

### SCHOOL AND COMMUNITY PROFILE

Alder Middle School has 1,030 students enrolled in grades sixth, seventh, and eighth and staffs 44 credentialed teachers. Alder’s student population is approximately 89.9% Hispanic, 5% African American, and 2.9% White. Alder has a large population of English Learners (EL), which make up 23.9% of the student population. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and focuses on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques are employed in staff training and lesson planning to improve individual and school wide performance in meeting state proficiency standards, particularly in English Language Arts and Mathematics. Students are involved in a variety of leadership programs during school and after school. Alder offers leadership electives such as ASB (Associated Student Body/Student Government), WEB (Where Everybody Belongs), and Renaissance as well as elective courses in STEM, Coding, and AVID (Advancement Via Individual Determination). Alder also offers elective courses band, orchestra, chorus, and art. Alder students are given the opportunity to participate in after school sports such as volleyball, basketball, and soccer. Alder students can also participate in the after-school program through the City of Fontana. Alder Middle School implements Positive Behavior Interventions and Supports (PBIS) to promote a safe, positive, and restorative learning environment, which we call our RISE program: Responsibility, Integrity, Safety, and Excellence.

### SPSA HIGHLIGHTS (bullet points)

At Alder Middle School our focus is to increase student achievement and parent/community involvement.

- To increase student interventions to enable students to succeed academically,
- To provide professional development for teachers to aid in the support of students, to increase achievement in all subject areas;
- To continue to provide PBIS (RISE) to promote positive behavior schoolwide in an effort to improve student achievement in a safe learning environment.
- To increase parent and stakeholder involvement as a means of building community, opening lines of communication, and celebrating student success, and
- To celebrate students and their academic accomplishments.

### INCREASED OR IMPROVED SERVICES (bullet points)

**SCHOOL BACKGROUND**

- Our PBIS initiative (RISE) will continue to promote positive behavior schoolwide through Tier 1, 2, and 3 services to improve student achievement and maintain a safe learning environment for all students.
- Alder Middle School will continue to implement a coordinated effort to support Professional Learning Communities using common preps and pull out days.
- To continue PLC collaboration with increased focus on teacher clarity, common assessments, and data driven research-based student interventions.
- To monitor and improve ELD and ALD programs to meet the academic and linguistic needs of our students.
- To increase professional development for teachers to aid in the academic supports for all students and to increase student achievement.
- To increase parent and stakeholder involvement and include all stakeholders in the instructional decision-making process

MOONSHOT

Alder Middle School's moonshot is under development at this time.

## 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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,030	92.1	23.9	0.7
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	246	23.9
Foster Youth	7	0.7
Homeless	2	0.2
Socioeconomically Disadvantaged	949	92.1
Students with Disabilities	126	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	5.0
American Indian	2	0.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	0.5
Filipino	4	0.4
Hispanic	926	89.9
Two or More Races	8	0.8
Pacific Islander	3	0.3
White	30	2.9

**These data points indicate:**

1. Alder MS has significant student groups of 92.1% Socioeconomically Disadvantaged, 12.2% Students with Disabilities, and 23.9% English Learners.
2. Alder MS has a diverse population that is 89.9% Hispanic, with smaller student groups across several races or ethnicities.
3. Alder MS has a 12.2 % student with disabilities population which reveals the need for ongoing monitoring and support to ensure services are being provided as listed in their IEP and that they have access to the resources and services needed.

## 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



Yellow

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Orange

**These data points indicate:**

1. Alder has a population of 1,059 students and the data points indicate that in English Language Arts and Mathematics all students performed in the yellow.
2. Whole school data indicates that with regards to Chronic Absenteeism and Suspension Rates, students were performing in the orange.

## School and Student Performance Data

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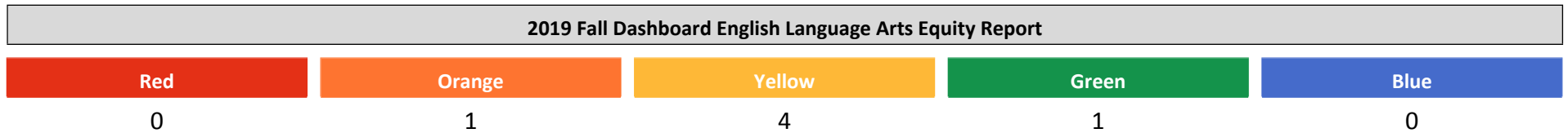
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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









This section provides number of student groups in each color.











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



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

All Students	English Learners	Foster Youth
 Yellow 28.6 points below standard Increased Significantly ++18.3 points 1058	 Yellow 51.5 points below standard Increased Significantly ++24.4 points 454	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 46.9 points below standard Increased Significantly ++38.5 points 13	 Yellow 31.4 points below standard Increased Significantly ++17.5 points 976	 Orange 100 points below standard Increased Significantly ++36.9 points 147

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>Yellow</p> <p>40 points below standard</p> <p>Increased Significantly ++27.9 points</p> <p>46</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Hispanic</b></p>  <p>Yellow</p> <p>30.8 points below standard</p> <p>Increased Significantly ++17.3 points</p> <p>946</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>White</b></p>  <p>Green</p> <p>1.2 points above standard</p> <p>Increased Significantly ++23.4 points</p> <p>42</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>101 points below standard</p> <p>Increased Significantly ++19.2 points</p> <p>228</p>	<p><b>Reclassified English Learners</b></p> <p>1.5 points below standard</p> <p>Increased Significantly ++22.8 points</p> <p>226</p>	<p><b>English Only</b></p> <p>29 points below standard</p> <p>Increased Significantly ++15.8 points</p> <p>448</p>

**These data points indicate:**

- Based on our CAASPP data, our overall schoolwide data demonstrated an increase of 18.3 points in ELA bringing us a closer to the standard met.

2. The African American, English Learner, Homeless, Socio-Economically Disadvantaged, and SWD student groups all increased significantly and are narrowing the achievement gap with the All Student group.

## School and Student Performance Data

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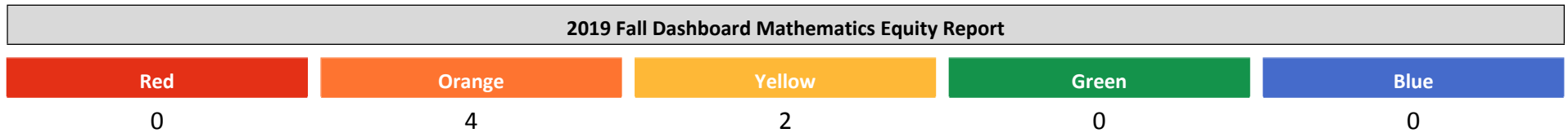
A review of the following data informs the comprehensive needs assessment.

### 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**


  
Yellow

85.7 points below standard

Increased ++11.9 points

1059

**English Learners**


  
Orange

108.5 points below standard

Increased ++11.7 points

455


**Foster Youth**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

**Homeless**


  
No Performance Color

107.8 points below standard

Increased Significantly  
++39.2 points

13

**Socioeconomically Disadvantaged**


  
Yellow

87.5 points below standard

Increased ++13.1 points

977

**Students with Disabilities**









  
Orange

183.3 points below standard

Increased Significantly  
++16.1 points

148

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

African American	American Indian	Asian	Filipino
 Orange 116.6 points below standard Increased ++5.3 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 86.5 points below standard Increased ++13.2 points 947	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 63.3 points below standard Maintained -2.2 points 42

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
155.2 points below standard Increased ++11.5 points 229	61.2 points below standard Increased ++6.1 points 226	91.3 points below standard Increased ++11.2 points 448

**These data points indicate:**

- Based on our CAASPP data, our overall schoolwide data demonstrated an increase 11.9 points in Mathematics bringing us a closer to the standard met.

2. Most student groups increased except for our white students who maintained. Our African American student group did not grow significantly and we need to work with this student group to help narrow the gap.
3. Notable increases include subgroups: Hispanic, EL students , Homeless, Socio-Economically Disadvantaged, and SWD.

## School and Student Performance Data

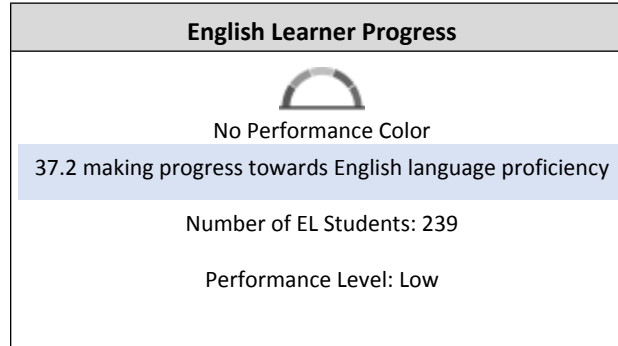
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A review of the following data informs the comprehensive needs assessment.

### 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
25.9	36.8	6.2	30.9

#### These data points indicate:

1. Data indicates 37.2 % of our English Language Learners are making progress towards English Language Proficiency. Out of 239 students 30.9 % Progressed one level and 6.2% maintained the highest level of English proficiency (level 4).
2. Data indicates 36.8% of our students maintained their English Language proficiency levels.



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3. Data indicates 25.9 % of our students decreased in their English Language Proficiency.

## School and Student Performance Data

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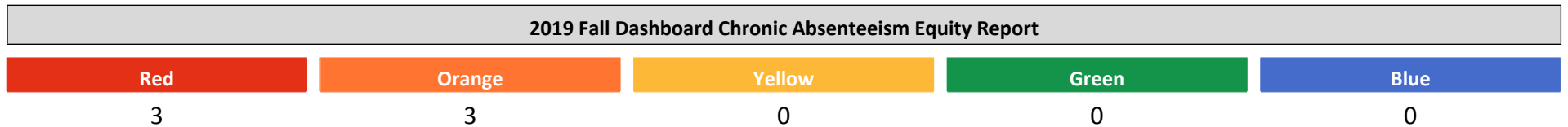
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

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

All Students	English Learners	Foster Youth
 Orange 13.1 Increased +2.6 1199	 Orange 13.2 Increased +3 280	 No Performance Color 29.4 Increased +15.8 17
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 29.2 Increased +0.6 24	 Orange 13.2 Increased +2.4 1087	 Red 23.7 Increased Significantly +7.4 173

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

African American	American Indian	Asian	Filipino
 Orange 21.7 Declined -1.2 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.1 Increased Significantly +3.1 1054	 No Performance Color 14.3 Increased +5.2 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 24.5 Increased +1.8 49

**These data points indicate:**

1. Data indicates that our Chronic Absenteeism falls in the orange sector with 13.1% of all students chronically absent. That is a increase of 2.6 % from the previous year. Data represent 1,199 students.
2. Foster Youth and SWD had a disproportional increase of Chronic Absenteeism.
3. Although there is significant disproportionality in chronic absenteeism for the African American student group, it was the only group to decrease their chronic absentee rate. This is helping to narrow the gap with the All Student group.

## School and Student Performance Data

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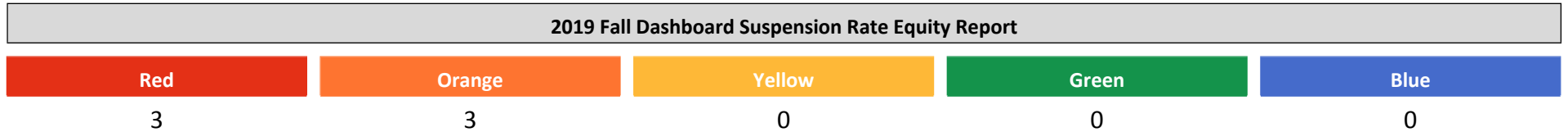
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.










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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**

All Students	English Learners	Foster Youth
 Orange 7.9 Increased +2.7 1248	 Red 10.4 Increased Significantly +6.8 299	 No Performance Color 20.8 Increased Significantly +5.4 24
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 14.3 Increased +2.1 28	 Orange 8.5 Increased +3.1 1124	 Red 14 Increased Significantly +4.2 179

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

African American	American Indian	Asian	Filipino
 Red 16.4 Increased +2.3 73		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2 Increased +2.8 1092	 No Performance Color 6.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 10 Increased +2.6 50

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	5.1	7.9

**These data points indicate:**

1. Whole school data indicates that our Suspension Rate is in the orange with the rate for the All Student group increasing by 2.1%.
2. Data indicates that suspension rates disproportionately increased among Foster Youth, SWD, and English Learners student groups.
3. African American, English Learner, Foster Youth, and Homeless suspension rates are significantly disproportional to the All Student group.

## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.42
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.57
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

Data points indicate that all students groups made less than expected growth in Reading and Math. The CGI scores were very close to zero with Reading being closer to zero than Math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.40
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

Data points indicate that our English Learners made less than expected growth in Reading and Math.



Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 17.74% Level 3: 39.52% Level 2: 25.81% Level 1: 16.94%
2018-2019 ELPAC Listening Domain: % by Performance Level	13.71% - Well Developed 60.89% - Somewhat/Moderately Developed 25.40% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	49.60% - Well Developed 39.52% - Somewhat/Moderately Developed 10.89% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	7.66% - Well Developed 37.10% - Somewhat/Moderately Developed 55.24% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	6.85% - Well Developed 82.66% - Somewhat/Moderately Developed 10.48% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

Data points indicate that the majority of our English Learners scored at a Level 2 or Level 3 on the ELPAC overall. 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.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes

Parent/Family Engagement	
2020-2021 Household Participation Rate on Parent/Family Climate Survey	30%
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

Alder was successful in reaching the goal of 25% of Alder parents completing the Parent/Family Climate Survey. 57% of parents who completed the survey believe school staff treat students with respect, 77% believe school staff is helpful, and 62% believe the school actively seeks the input of parents before making important decisions. 59% of parents who responded believe Alder keeps parents well informed of school activities, and 77% believe that teachers go out of their way to help students.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

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

**Behavior**

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 has been implemented at Alder. We have had EL inclusion for three years and ELD and ALD classes as well. Teachers have differentiated and identified instructional strategies for their English Learners during the development of their lessons plans. This is clear in their synopsis and learning targets and success criteria. We have bilingual aides in the classroom to support the ELA and math teachers and assist the students where needed. Bilingual aides and teachers use breakout rooms during "asynchronous" times to support English learners. During classroom observations, English Learners are participating in the classroom discussions. Our English Learners' performance on state and local assessments are 51.5 points below standard in Reading and second to the lowest in Math with a 108.5 points below standard, with results showing an increase from the previous year.

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

Along with integrated ELD, designated ELD has been implemented for our English Learners who are still struggling with language and reading. When building the master schedule ELD levels are taken into consideration and students are placed into the appropriate classes: SEI, ELD, and ALD. Our English Learners' performance on state and local assessments are 51.5 points below standard in Reading and second to the lowest in Math with a 108.5 points below standard, with results showing an increase from the previous year.

**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.

Provide: staff development on EL strategies that are effective across the curriculum to increase EL student success and increase EL levels.

Implement targeted ELD strategies across the curriculum to meet academic and linguistic needs to increase performance success.

Focus on targeted ELD strategies in PLC groups, classroom walk throughs, and include in teacher evaluation process to meet the academic and linguistic needs of EL students.

When planning teacher evaluations focus on EL strategies as the administrative goal for the teacher's key element.

Strengthen our ELAC participation, meeting frequency and richness to ensure stakeholder input in decision-making with regards to student academic and linguistic success.

Strengthen our review process for RFEPs through regular monitoring to ensure students maintain/increase their academic and linguistic successes.

Offer and implement an outside school hours tutoring program to offer student support outside the scheduled school hours to support students academic success.

Provide staff professional development on the ELPAC assessment and ALD/ELD Curriculum implementation.

Place all English Learners in an ELD/ALD curriculum to increase English language development skills and reclassification percentages.

## 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 surveys from FUSD Family survey Spring 2021, PBIS student survey( Panorama), Naviance (College &amp; Career)</p> <p>FUSD Family Survey Spring 2021 reports:</p> <ul style="list-style-type: none"> <li>• 252 parents responded which resulted in a response rate of 30%</li> <li>• Environment: 79% of our parents believe Alder has a clean and well maintained facilities and properties.</li> <li>• Learning Supports: 76% of parents responded positively that Alder: 1) gives opportunities to participate in the classroom, 2) motivates students to learn, 3) provides a safe place for their student, 4) provides quality counseling and other services, 5) provides quality activities that meets their child's interests and talents, 6) has adults who really care about students, and 7) has quality programs for their child's talents, gifts, and special needs.</li> <li>• Parent involvement: 76% of parents responded positively that Alder 1) treats parents with respect, 2) encourages parents to be an active partner in the educating of their child, 3) takes parent concerns seriously, 4) seeks the input of parents before making decisions, and 5) has helpful staff who welcome parent contributions and input.</li> <li>• Promotes diversity: 68% of parents responded positively. 89% of parents believe that Alder promotes academic success for all students, 84% that Alder is a supportive and inviting place to learn, 82% of parents believe that Alder treats all students with respect, 79% of parents believe that Alder has high expectations and encourages students to care about how others feel, 74% of parents believe that Alder helps students resolve conflicts with one another.</li> <li>• Nutrition: 72% of parents responded positively and believe that Alder provides healthy food choices.</li> </ul> <p>2021 Annual Student Climate Survey reports: 210 students responded which resulted in a response rate of 20%</p>

<b>Analysis of Qualitative Data</b>	
	<ul style="list-style-type: none"> <li>• Emotion Management: 69% of students responded they manage their emotions well. This percentage decreased from 75% in the Fall 2020 survey.</li> <li>• Valuing of School: 50% of our student responded they felt school was interesting, important and useful. This percentage decreased from 61% in the Fall 2020 survey.</li> <li>• Sense of Belonging: 37% of our students felt that they are valued members of the community. This percentage decreased from 49% in the Fall 2020 survey.</li> <li>• School Safety: 67% of our students feel psychologically and physically safe at school.</li> </ul> <p>Informal surveys about teacher needs were conducted through PLC and ILT meetings. Teachers identified the following needs: training on curriculum and resources and professional development on distance learning teaching strategies.</p>
<b>Classroom Observations</b> Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Due to an administration change, informal classroom observations were conducted weekly. Walkthrough data showed that teachers were implementing more technology based applications such as Nearpod and Kahoot. Students struggled to logon to classes regularly. Due to the new laptop implementation, teachers used a mixture of direct instruction and technology based applications. Lesson design and planning were completed weekly through PLCs.

<b>Analysis of Instructional Program</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• Not meeting performance goals</li> <li>• Meeting performance goals</li> <li>• Exceeding performance goals</li> </ul> <p>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.</p>	

<b>Standards, Assessment, and Accountability</b>	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	When scheduling general education, intervention, and honors classes, we utilize Reading and Math MAPs results, SBAC ELA and Math results, Current grades in ELA and Math classes, and teacher input to offer needed interventions classes and place students at promise in the needed intervention classes.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	ELPAC results and class grades are utilized in scheduling students in integrated, designated and SEI classes. Guidance Technician, EL Program coordinator, teachers and Administration collaborate on the final placement for EL students into ELD, ALD, and SEI classes to ensure students are accurately placed to achieve academic success according to their EL level.

### Standards, Assessment, and Accountability

	<p>Moreover, 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. Teachers need additional support to disaggregate data to properly support all EL students.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>ELA and Math SBAC results, Reading and Math MAPs results, ELPAC results, and class grades are utilized in addressing the needs of lowering achieving students. These results enabled Alder MS to offer intervention classes to all grade levels in Math: Math 180, IReady, 6th grade Math intervention, 7th grade math intervention, 8th grade intervention, Integrated coding and computing for 7th and 8th grade, and a STEM elective were created and implemented to support and increase student achievement. State and Local data and classroom academic performance data are used to monitor current programs and create and implement new ones.</p> <p>Coffee with the principal, ELAC, SSC, PLC, ILT, and staff meeting are utilized to receive input on decision-making and evaluation of current programs and collaboration on new ones.</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>ELPAC testing, grade review, counselor Tier 1, 2 and 3 interventions, and EL Coordinator monitor all English language learners and RFEP students to ensure their needs are being met and academic progress is being made. State and Local data and classroom academic performance data are used to monitor implementation and progress toward meeting our EL program goals and addressing our low-achieving EL students and getting those students the supports and interventions they need to achieve academic and linguistic success and growth.</p>
<p><b>Identified Needs based on Findings:</b></p> <p>Alder Middle School’s identified needs based on finding. We need to :</p> <ul style="list-style-type: none"> <li>• Train teachers in the utilization of the resources available to them in MAPs to modify and differentiate instruction to support all students and their needs to promote academic success.</li> <li>• Offer additional intervention classes in ELA and Mathematics to meet the needs of lower achieving students in these core subject areas.</li> <li>• Establish and reinforce writing across the curriculum to increase student achievement in ELA.</li> <li>• Improve reading comprehension and technology to increase student achievement in low performing student groups.</li> </ul>	

### Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Train teachers on how to:</p> <ul style="list-style-type: none"> <li>• Utilize MAPs and CAASP data to assess student performance ,</li> <li>• Utilize the features such as Spanish and differentiation in programs like Math techbook and Big Ideas to support low performing students, EL students, and SWD,</li> <li>• Supplement adopted curriculum with Math Tech book, Backwards plan to common assessment data/interim assessment block (IAB) /performance task (PT) to support all students and create interventions for the low performing students,</li> </ul>
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### Staffing and Professional Development

	<ul style="list-style-type: none"> <li>Utilize common assessment data/IAB /PT to identify where student performance needs to improve and work with PLC to devise a plan to increase student achievement,</li> <li>Identify research-based instructional strategies that all teachers can utilize to address student need especially Low-achieving students, EL , and SWD to implement and increase student achievement n those student groups.</li> </ul>
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Common preps were given to teachers to utilize our district Math and ELA TOAs to create strategies, review assessments, collaborate to promote student achievement. Increased technology for teachers: extra monitors, upgraded laptops, and adaptors to make facilitation of online resources more manageable to them and their students from home during distance learning in order to promote student success.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Grade level/same subject teachers are given common preps to meet as a PLC to collaborate on common assessments, weekly synopsis, learning targets, and success criteria are used to engage students, increase student achievement, share strategies on common students who are succeeding and struggling to see how they can meet theirs needs and promote academic success.

**Identified Needs based on Findings:**

Alder Middle School’s identified needs based on finding:

- Train teachers on how to utilize MAPs and CAASP data to assess student data to guide instruction that will promote student success,
- Utilize the features such as Spanish and differentiation in programs like Math techbook and Big Ideas to engage and promote student accessibility to curriculum,
- Supplement adopted curriculum with Math Tech book, Backwards plan to common assessment data/interim assessment block (IAB) /performance task (PT) to increase student achievement,
- Use common assessment data/IAB /PT to identify where student performance needs to improve and create interventions and supports for low performing students,
- Identify research-based instructional strategies that all teachers will implement to address low performing students and increase academic success,
- Train teachers on the different online resources and applications available to successfully support students through distance learning, and
- Train teacher to identify and focus on the EL high impact teaching strategies to promote academic and linguistic growth and EI level movement.

### Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Utilization of district pacing guides, teacher content synopses and class outlines that align with the California State Standards. To aid in meeting these standards teachers continue to implement the Study-Sync curriculum and additional English Language Arts honors courses. We are working in Professional Learning Communities (PLCs) to streamline our processes in reading, writing, research, and listening and speaking. Within the PLC teams we develop common assessments and collaborate on Response to Intervention. We implement our curriculum with fidelity using teacher clarity, clearly stating learning targets and success criteria. In math, we utilize various curriculum materials such as, IReady, Math Techbook with supplements, and Big Ideas. In Science, teachers utilize Prentice Hall, Discovery Science Techbook. In Social Studies, with theme based Units, teachers use TCI History Alive! Backward planning is used to align curriculum to content and performance standards. All curriculum adoptions are paired with comprehensive professional development and
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### Teaching and Learning

	support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	The following are standards-based instructional materials that are available to all students: Study-Sync, IReady, Math Techbook and Big Ideas, and utilizing features such as Spanish and differentiation in these programs. In Science and Social Studies, Discovery Education and TCI use a blended learning curriculum to meet state standards. Instructional materials include, but are not limited to, textbooks, workbooks, laptops with stylus, nearpod, edpuzzle, flipgrid, and padlet. All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Math 180, 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.

#### Identified Needs based on Findings:

2020-2021 Identified needs based on findings:

- Acquire needed Teacher supplemental materials and resources in all subject areas that engage students and increase their understanding of content through differentiated instruction to promote academic success, increase literacy skills, and support lower achieving students,
- Train teachers, students, and families in instructional technologies needed to promote student success,
- Continue writing across the curriculum in all content areas to increase reading and writing skills for all students,
- Implement IReady schoolwide in math to individualized approach to identify gaps in student learning,
- Train teachers on the utilization of MAPs and CAASPP data to aid in differentiated instruction to support low achieving students,
- Train teachers to utilize the features such as Spanish and differentiation in programs in Math Techbook and Big Ideas, and Studysync to support EL students in academic and linguistic needs,
- Utilize common assessments data to identify where student performance needs to improve,
- PLCs need to identify research-based instructional strategies that all teachers will implement to address low achieving student needs,
- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student achievement in content standards.
- Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students,
- Build expertise in teachers in creating learning targets and success criteria to support and articulate expectations to all students.

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	At Alder Middle School there are services provided by the regular program that enable underperforming students to meet the standards. If students are not experiencing success in any class, teachers use various strategies, including adjusting or modifying assignments, providing on-going individual and small group tutoring before school, at lunch and break, and after school support and tutoring to underachieving students to increase student achievement, If underperforming students need extra support they receive assistance during student support time. All students receive Tier 1 PBIS supports, while PBIS Tier 2 and 3 supports promote a safe and positive learning environment for at promise students. The use of common formative assessments and the data received from them allow grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students. Small group instruction and breakout rooms
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## Opportunity and Equal Educational Access

allow teachers to focus on specific academic needs of all students.

In ELA and Math Instructional Support Teachers are provided to identify the deficiencies in underperforming students and increase their academic readiness in those subject areas (Math 180 and Read 180). In our general education population Alder uses school wide AVID strategies where teachers also employ these strategies that help students learn how to: take notes, organized and planned, monitor, and check their grades, Alder is piloting IReady in Math to explore a more individualized approach to pick up gaps in student learning. Intervention classes in all grade levels in math were added to the master schedule to support those at promise students.

For our EL students we have Bilingual aides to assist teachers and support the needs of RFEP EL students to promote academic and linguistic needs in core subjects. Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score. Programs such as ALD, ELD, SEI are used to engage students and provide leveled practice to ensure academic and linguistic growth.

Special Education Students receive instruction based on their Individual Educational Plan (IEP). SpEd aides are utilized to assist teachers and support the needs of SWD to promote academic needs in core subjects this had been maintained through distance learning. We offer multi-level services to students to ensure more flexibility and provide them with the least restrictive environment. However, due to COVID-19, some of the services have changed as there has been a need to implement distance learning; in the event, we return, these services will be adjusted to ensure students are successful. SDC classes are offered where teachers can support and accommodate each student with their learning disability. At Alder we follow the inclusion model, teachers, with the assistance of SpEd aides, support and accommodate low performing students while following their IEP.

If students are suffering from socio-emotional stresses that affect their academic successes, Alder counselors support students with resources and district resources to assist in the balance of life and academics. Alder works with the FUSD's MTSS (Multi Tiered System of Supports) to offer student mental health services to at promise students.

Teacher professional development is offered to teachers to better support underperforming students. All Alder teachers are fully credentialed. New teachers utilize the FUSD Induction Mentor Support Program to assist in clearing their teaching credentials. If through classroom walk throughs and teacher observations, a teacher is found to not be meeting district and school expectations, the Principal utilizes the districts Peer Assistance Review to allow the teacher to revitalize their teaching strategies to support students.

Summer bridge program is ran to invite incoming 6th and 7th grade students that have a history of underperforming.

- Students that complete the program receive an opportunity to close the achievement gap and meet the standard
- Program focuses on math and English language arts skills to support students in areas they struggled in based on MAPs and SBAC scores

## Opportunity and Equal Educational Access

Student groups for whom there exist disparities in achievement and summary of the root causes.

92.1% of Alder students are Socioeconomically Disadvantaged and this affects our student groups. There are notable disparities with specific student groups such as Special Education, EL Students, Hispanic and our African American students regarding ELA.

- SpEd/SWD students have a 100 point deficit to meet the grade level standard,
- EL have a 51.5 point deficit to meet the grade level standard,
- Hispanic students have a 30.8 point deficit to meet the grade level standard, and
- African American students have a 40 point deficit to meet grade level standards.

There are notable disparities with specific student groups such as Special Education, EL Students, African American students, Low SES, and Hispanic students regarding Mathematics.

- All Student Group has a 85.7 point deficit to meet grade level standards
- English learners have a 108.5 point deficit to meet grade level standards
- Homeless youth have a 107.8 point deficit to meet grade level standards
- Socioeconomically disadvantaged students have a 87.5 point deficit to meet grade level standards
- Students with Disabilities have a 183.3 point deficit to meet grade level standards
- African American students have a 116.6 point deficit to meet grade level standards
- Hispanic students 86.5 point deficit to meet grade level standards

Lack of Attendance is a root cause for the disparities in achievement in our student groups. Our All Student Group has 13.1 percent chronic absenteeism.

Data represents 1,199 students.

- Data indicates that 13.2% of our 280 English Language Learners are chronically absent.
- 23.7 % of our SWD are chronically absent.

Data indicates that Chronic Absenteeism among out ethnic student groups are as follows:

- 21.7% of our 69 African American students,
- 12.1% of our 1,054 Hispanic students, and
- 24.5% of our 49 Caucasian students.

Increases in absenteeism among these student groups enable staff to support students and families in interventions, PBIS Tier 2 and 3 CICO (Check-In Check-Out) supports, calls to home, home visits and educating families on the correlation between student academic success and attendance. We need to develop reciprocal partnerships between families, children, teachers, and schools. The achievement of all students is encouraged and supported at home and school. There is a need to create a more welcoming environment for parents and to create workshops to teach parents how to learn more about technology, programs, and curriculum so they feel a part of the school community.

We need students to want to come to school. There is a need to select curricula and use teaching practices that are developmentally and culturally appropriate for working with African American Students. With English language learners, we need to provide more focused vocabulary instruction that promotes high-frequency vocabulary learning via the content areas. Additionally, there is a need to develop concentrated lessons that build on EL strengths (receptive skills--listening and

**Opportunity and Equal Educational Access**

	productive skills--speaking) and reinforce and develop their writing and reading skills.
<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>According to CAASP, MAPs, and ELPAC results our English Language learners are considered an area of need in both language and academics. Our socio-disadvantaged students which also include our Hispanic, African American, homeless and foster youth, and students with disabilities are also an area of need. 91.5% of Alder students are socioeconomically disadvantaged and qualify to receive supports from Federal Programs.</p> <p>The following actions/services were effective in supporting ALL students and fully implemented:</p> <ul style="list-style-type: none"> <li>• The use of common formative assessments and the data received from them allow grade level teams to plan differentiated instruction based on student needs to increase student achievement and support lower performing students.</li> <li>• Small group instruction and breakout rooms allow teachers to focus on specific academic needs of all students.</li> <li>• Differentiated instruction and provided blended learning through instructional technology and additional printing services.</li> <li>• Offered enrichment opportunities in literacy and STEM-related fields by providing hourly time and purchasing instructional materials</li> <li>• Providing tutoring and extended learning opportunities after School.</li> <li>• Utilized Bilingual aides to assist teachers and support the needs of RFEP EL students to promote academic and linguistic needs in core subjects.</li> <li>• Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score.</li> <li>• Provided programs such as ALD, ELD, SEI are used to engage students and provide leveled practice to ensure academic and linguistic growth.</li> <li>• Teachers use various strategies, including adjusting or modifying assignments, providing on-going individual and small group tutoring.</li> <li>• If underperforming students need extra support they receive assistance during student support time.</li> <li>• All students receive Tier 1 PBIS supports, while PBIS Tier 2 and 3 supports promote a safe and positive learning environment for at promise students.</li> </ul>

**Identified Needs based on Findings:**

Although we have implemented a variety of programs and strategies, we need to develop and implement a program that meets the needs of our SWD, ELs, Hispanics and African American students as this has been an ongoing gap in past years. PLCs need to address EL language and academic needs. Based on the data, there is a need for us to provide additional support for these students. We can:

- provide training for teachers to support English Language learners in academic and linguistic areas to ensure academic success
- Increase the number of Bilingual aides to provide assistance to classroom teachers and support the EL students,

**Opportunity and Equal Educational Access**

- provide training for teachers on equity and diversity to update their strategies for teaching students who are: African American, Hispanic, and students who have special needs to create a feeling of inclusion,
- provide accessible tutoring for all student groups to support students with academic challenges after scheduled school hours,
- use state and local assessment data, PLC findings, and student grades, offer more enrichment and intervention classes to the Master Schedule,
- increase parent involvement and create a community outreach protocol to support the tiered system of interventions that can help decrease chronic absenteeism,
- strengthen PBIS Tier 1-3 supports and continue to create a safe learning environment for students, and
- create a stronger monitoring and action program for our EIs to promote growth in ELPI level and success when re-classified.

**Parental Engagement**

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

91.5% of Alder students are socioeconomically disadvantaged. Alder has implemented many programs to help their families: The Outreach Community Liaison and Community Aide provide resources to families; Alder Pantry, technology resources, attendance resources, counseling resources. Parents have access to Parent Q connect for academic progress and the school website for events and resources. Alder has a School Site Council and an ELAC.

Alder was successful in reaching the goal of 25% of Alder parents completing the Parent/Family Climate Survey. 91% of parents who completed the survey believe school staff treat parents with respect, 87% believe school staff is helpful, and 62% believe the school actively seeks the input of parents before making important decisions. 68% of parents who created the survey believe that the school provides quality counseling services and 75% believe that teachers go out of their way to help students.

Student planners have been used each year to keep parents informed about student academic needs and upcoming assignments. Student planners have also been used as a form of communication between the teacher and the parent.

**Identified Needs based on Findings:**

Alder Middle school parent/family engagement needs are as follows:

- Promote SSC and ELAC opportunities to collaborate with school site on evaluation and decision-making with regards to their student,
- Provide workshops on accesses and utilizing district systems- PBIS, Q parent connect, grading policy, and district resources to empower parents on accessing student information,
- Identifying evidenced-based parent workshops that focus on supporting student learning during Distance Learning, building literacy, and mathematical competency to support student success and increase student achievement,
- Increase parent/family participation in their student’s education by fostering attendance at school activities and meetings, toward building a sense of community,
- Provide workshops for parents in technology, curriculum, parenting, attendance, discipline, college and career planning, and ESL to empower and engage them,
- Provide workshops in strategies for EL improvement in language acquisition to support their student growth and success academically and linguistically.

**Funding**

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>Alder Middle School utilized state and local funds to address academic, social and emotional, and college and career needs of our students. To meet the needs of our underperforming students, our teachers received training to support these student groups. Through incentives, Alder utilizes Positive Behavioral Interventions and Supports for improving academic achievement, behavior, attendance in all student groups. Student successes are celebrated. We also focused on increasing technology for all students regardless of program. Through this funding source, we provided extended learning opportunities and access to engineering design and development, STEM, and coding programs during the traditional school day for underperforming students. An increase in technology and devices provided more access for underperforming students by utilizing online software/programs to further develop English Language Arts and Mathematic skills. Summer Bridge is offered to select incoming 6th and 7th graders are invited to attend a 2 week summer bridge session at Alder. The focus of this program is to help underperforming students to learn English Language Arts and math skills that they will need to be able to meet standard.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Alder Middle School utilized federal categorical funding to address the achievement gaps in math and language arts by providing tutoring, supplemental materials and resources, computer program licenses, data analysis, and implemented our Advancement via Individual Determination (AVID). We also utilized this funding source to increase professional development in Teacher Clarity and content specific areas, and provide additional opportunities for Professional Learning Communities to collaborate and plan.</p>

**Identified Needs based on Findings:**

Alder middle school’s funding needs are as follows:

- Provide teachers with technology training in Distance Learning resources to enable them support underperforming students,
- Provide parent workshops to train and educate regarding technology.
- Provide professional development in research based instructional strategies to help support the needs of underperforming students
- Provide more parent workshop specializing in distance learning and district resources to allow parents to support their students and increase student achievement by building literacy, and mathematical competency,
- Improve services to English Learners by increasing the number of bilingual aides for the classrooms, and create a site process to monitor EL students in core subjects
- Create after school academic enrichment opportunities for all students to support underperforming students after scheduled school hours.
- Increase the promotion of PBIS to support a safe and enriching school environment that promotes learning for all students.

**Stakeholder Involvement**

<p>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>	<p>In March, SSC conducted progress monitoring on the SPSA actions and services. Minimal actions and services were implemented due to a change in administration.</p> <p>In April, SSC, with the input of ELAC, determined which actions and services to continue, modify, or discontinue based on current needs and the anticipated data of students. SSC and ELAC decided to continue most actions and services. Summer Bridge was added to actions and services.</p>
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### Stakeholder Involvement

In May, SSC approved the 2021-22 SPSA.

#### Identified Needs based on Findings:

Needs for stakeholder involvement are as follows:

- School Site Council and ELAC need to meet more often and with fidelity to offer feedback and collaborate with school site on decision-making,
- Take an active role in promoting, creating, and sustaining a school ELAC committee to support the EL community,
- Encourage more parent support and involvement in the monitoring of student progress, program development, budget item proposals, and English language and academic acquisition for our English language,
- Create an online link so more parents can attend the meeting and meet in person when it is safe to do so.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are several inequities that can be identified at Alder Middle School:

- As a result of COVID-19 and the increasing utilization of technology in education, additional technology training for staff is needed to ensure equitable learning throughout the campus,
- The number of Bilingual aides in relation to the amount of ELs in the integrated EL and the SEI programs needs to increase to support our English Language Learners success academically and language,
- Addition training for teachers to help support the growing EL population to succeed academically and grow in their EL level,
- The increase of technology issues during distance learning cannot be met by one campus technician who splits his time between school sites,
- The number of students who need academic assistance after scheduled school hours and the availability of teachers requires a program to be created to support students after scheduled support time,
- Another counselor is needed, Covid-19 has raised the number of students at risk and increased the case load for our Tier 2 and 3 staff. According to PBIS we should be servicing 15% of our school population which is a maximum of 158 students. Currently as of November 2020, there are 35% (370 students) that need Tier 2 and 3 supports.
- A new grading policy for distance learning needs to be created; We have 60% (630 students) of our students with a 2.33 GPA or below. In addition, teachers and students need assistance with navigating through distance learning to increase student achievement.
- The number of Special Education aides need to increase to serve the growing SWD needs in the inclusion classes as well as the SDC classes.



## 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>While on campus or through distance learning, Alder will foster student learning and development. Alder will provide opportunities for all children, including each of the student groups to meet the challenging state academic standards:</p> <ul style="list-style-type: none"> <li>• Provide target differentiated small group instruction in classes to meet the needs of all students and to promote increase achievement,</li> <li>• Provide opportunities for all students to engage in rigorous course work focused on reading and writing across the curriculum to increase student achievement,</li> <li>• Utilize ILT to build grade level capacity through PLC time and whole group professional development to analyze data to drive curriculum to increase student achievement,</li> <li>• PLCs will meet weekly through the year and create common curriculum, assessments, analyze data, and determine best practice for all student groups,</li> <li>• Engage in walkthroughs to identify evidence of implementation, to modify the course of the professional development and PLC content. PLCs will provide input on skills, strategies, and targets as it related to their PLC adapted calendar,</li> <li>• TOAs in ELA, Math, and EL will provide coaching to teachers to provide opportunities for all students to meet their academic needs,</li> <li>• Provide professional development in educational technology for teachers to aid in enhancing and differentiating instructional practices to for all student groups,</li> <li>• Continue to provide Tier 1-3 PBIS academic and attendance interventions to support at promise student groups,</li> <li>• Provide professional development on strategies to increase student's academic language during integrated EL instruction to increase student achievement and El levels for English language learners,</li> <li>• Provide tutoring for all students outside scheduled school hours to support academic challenges and increase student achievement,</li> </ul>	<ul style="list-style-type: none"> <li>• Target differentiated small group instruction in classes (Daily, August 2021-May 2022)</li> <li>• Access to rigorous coursework (Daily, August 2021-May 2022)</li> <li>• ILT and PLC meetings (Monthly, August 2021-May 2022)</li> <li>• PLC meeting (Weekly, August 2021-May2022)</li> <li>• Classroom walkthroughs (Weekly, August 2021-May 2022)</li> <li>• TOA teacher coaching (Weekly, August 2021-May 2022)</li> <li>• Educational Technology training for teachers (Monthly, August 2021-May 2022)</li> <li>• PBIS Tier 1-3 Academic and attendance interventions (Daily, August 2021-2022)</li> <li>• Professional development on EL</li> </ul>

		<p>strategies (Monthly, August 2021-2022)</p> <ul style="list-style-type: none"> <li>• Provide tutoring for all students outside scheduled school hours (Daily, August 2021-2022)</li> </ul>
<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>Alder utilizes a number of strategies to strengthen student learning and achievement. We accomplish this through expectations that are articulated to our teachers and stakeholders and translated to students. We help teachers build their capacity to differentiate content to maximize learning for all students. We promote bell to bell instruction which incorporates synchronous and asynchronous activities. Teachers clearly communicate learning targets and success criteria in every classroom to inform and engage students making them aware of what is expected from them.</p> <p>We create immersive and inclusive experiences in which all students: General Education, EL students, SWD, and GATE students, receive quality instruction via technology to explicitly build college and career skills that will help our students succeed in high school and their future careers. Technology has enabled teachers to engage students through new innovative techniques like Flipgrid, Padlet, and Nearpod, provide instant feedback to students, and collect data in a more efficient manner which allows teachers to adjust curriculum to meet the needs of their students to support or challenge them.</p> <p>We strive to increase learning time by providing afterschool extending learning opportunities, after school tutoring, student support time, and breakout rooms during distance learning.</p> <p>Another aspect that strengthens our academic program is the training of our teachers in the current methodologies that enhance the classroom experience and increase the amount and quality of learning time and helps provide an enriched curriculum. Professional development, TOA coaching, ILT support, creating common curriculum and assessments, and walkthrough data support teachers and allows them to strengthen Alder’s academic program and lead students towards meeting the State standards.</p>	<ul style="list-style-type: none"> <li>• Bell to bell instruction (Daily, August 2021-2022)</li> <li>• School wide expectations for students and staff (Daily, August 2021-2022)</li> <li>• Clearly communicated learning targets and success criteria (Daily, August 2021-2022)</li> <li>• After school extended learning opportunities (Daily, August 2021-2022)</li> <li>• Build college and career skills (Daily, August 2021-2022)</li> <li>• Utilize innovative technologies (Daily, August 2021-2022)</li> <li>• Use data collection to drive instruction and interventions (Daily, August 2021-2022)</li> <li>• Training teachers in current methodologies (Monthly, August 2021-2022)</li> <li>• Classroom walk throughs (Daily, August 2021-2022)</li> </ul>

<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>Addressing the needs of all children in the school, but particularly the needs of those at promise of not meeting the challenging State academic standards, Alder will:</p> <ul style="list-style-type: none"> <li>• Provide access to the instructional program in all subject areas to meet the standards</li> <li>• Provide additional academic support in extended learning opportunities for students who are struggling to meet the standards with the assistance of Teachers, SWD aides, and bilingual aides</li> <li>• Have weekly PLC meetings to work on common curriculum, assessments, analyze data, and determine best practice to help at promise students meet the State Standards,</li> <li>• Provide supplemental curriculum such as iReady, ELD, StudySync, Math Techbook to assist struggling learners in meeting State Standards,</li> <li>• Support EL 1 and EL 2 with the assistance of bilingual aides by increasing the access to ALD and ELD courses for the purpose of increasing student achievement and meeting State standards,</li> <li>• Provide additional Teacher hourly to monitor English Learner's progress and if necessary, discuss interventions with students, parents and teacher,</li> <li>• Provide opportunities for enrichment and intervention to keep students academically engaged and supported,</li> <li>• Provide a tutoring program outside school hours to meet the academic challenges students face after the scheduled school day,</li> <li>• Provide resources for our most at-promise students through our guidance counselors, Climate &amp; Culture coach, and Community Outreach Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Access to instructional programs (Daily, August 2021-2022)</li> <li>• Provide extended learning opportunities (Daily, August 2021-2022)</li> <li>• PLC meeting (Weekly, August 2021-May2022)</li> <li>• Provide supplemental curriculum (Daily, August 2021-2022)</li> <li>• Increase the access to ELD and ALD courses (master schedule development Spring 2021)</li> <li>• Monitoring EL learning progress (Weekly, August 2021-2022)</li> <li>• Provide enrichment/intervention opportunities (Weekly, August 2021-May2022)</li> <li>• Provide tutoring for all students outside scheduled school hours (Daily, August 2021-2022)</li> <li>• Provide resources for our most at-promise students (Daily, August 2021-2022)</li> </ul>
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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)	-28.6	>= -13.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-85.7	>= -70.7
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.42	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.57	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	30%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>CAASPP, MAP, and ELPAC data indicate a need to improve reading comprehension in all subject areas.</li> <li>Parent and Student Survey data indicates students need academic achievement awards to recognize improvement in all content areas and celebrate student successes.</li> <li>Based on Engagement Data, students need support transitioning from elementary to middle school.</li> <li>Parent Survey indicate a need to provide evidence-based parent workshops that support student learning.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A: Function as Professional Learning Communities to unpack standards, design lessons, and create assessments to increase	<ul style="list-style-type: none"> <li>Teacher feedback</li> </ul>	All students - particularly those at risk for receiving Ds or Fs	Subject level leads Teachers Counselors ILT	11,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
student achievement and reduce Ds and Fs Associated costs <ul style="list-style-type: none"> <li>• Substitute Coverage</li> <li>• Printing</li> <li>• Certificated Hourly</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas/minutes</li> </ul>		TOAs		
1B: Provide Extended Learning Opportunities/Tutoring in mathematics and English Language Arts to increase academic proficiency. Associated costs <ul style="list-style-type: none"> <li>• Instructional resources and printing</li> <li>• Certificated/Classified Hourly</li> </ul>	<ul style="list-style-type: none"> <li>• ELA/MATH pre and post tests:</li> <li>• Participating students Grades</li> <li>• Student Sign-in Sheets</li> </ul>	All Students - particularly those at promise	Tutoring Staff TOAs	35,000	
1C: Develop evidenced-based parent workshops and community engagement that focus on supporting students and families with supporting their students' academic achievement, building literacy, and mathematical competency. Associated costs <ul style="list-style-type: none"> <li>• Contracted services and related materials</li> <li>• Classified Hourly</li> <li>• Certificated Hourly</li> <li>• Instructional supplies/resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>	All Students - particularly those at promise	ILT leaders PLC leaders Community Outreach Liaison Community Aide	3,410	
1D: Provide PD focused on literacy, reading comprehension and language development	<ul style="list-style-type: none"> <li>• PD survey</li> </ul>	All Students	Admin PLC leads	5,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>across the curriculum, blended learning and use of digital resources to increase student achievement and academic growth.</p> <p>Associated costs</p> <ul style="list-style-type: none"> <li>• PD resources and books</li> <li>• Certificated Hourly</li> <li>• Substitutes</li> <li>• Printing Materials</li> <li>• Travel/Conferences/Workshops and related costs</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthrough data</li> </ul>		ILT leaders Teachers TOAs		
<p>1E: Implement a student academic recognition program</p> <p>Associated costs</p> <ul style="list-style-type: none"> <li>• Awards</li> <li>• Certificates</li> <li>• Prizes (pencils, educational related)</li> <li>• Printing</li> <li>• Supplementary Materials/Software for</li> </ul> <p>Site Created Awards</p> <ul style="list-style-type: none"> <li>• Teacher PD</li> </ul>	Parent Student Survey Academic Achievement Comparison Data (S1, S2)	Students who showed academic growth	Counselors Clerks Admin WEB/REN EL Coordinator	4,000	
<p>1F: Implement an AVID Program to improve the academic achievement of students</p> <p>Associated costs</p> <ul style="list-style-type: none"> <li>• AVID Institute, Travel, and Workshops</li> <li>• College Tutors</li> <li>• Resources, instructional materials, and organizational supplies</li> <li>• College Field Trips</li> <li>• Transportation</li> </ul>	Student grades	ALL	AVID teachers Counselors Admin	25,000	5,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Substitute cost</li> </ul>					
<p>1G: Provide Summer Bridge extended learning opportunity to address skill deficits and learning loss in efforts to close the achievement gap.</p> <p>Associated costs</p> <ul style="list-style-type: none"> <li>Certificated and Classified Additional</li> </ul> <p>Hourly</p> <ul style="list-style-type: none"> <li>Instructional Materials</li> <li>Printing</li> </ul>	pre and post assessment MAPs	All Students	Teachers Counselors Admin Summer Bridge Coordinator	20,000	
<p>1 L: Provide Student Planners for all students to promote parent involvement and parent/teacher communication.</p> <ul style="list-style-type: none"> <li>Resources, materials, and organizational supplies</li> <li>Printing</li> </ul>	Parent Survey Teacher Survey	All Students	Teachers Admin	8,500	
<b>Total Estimated Cost for This Goal:</b>				112,910	5,000

## 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 reading comprehension and mathematics.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-51.5	>= -36.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-108.5	>= -93.5
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.40	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45	>= 0

<b>Identified Need(s):</b>	<p>Smarter Balance and MAPS assessments show that</p> <ul style="list-style-type: none"> <li>EL students need to improve their reading comprehension skills.</li> <li>EL students need support in Reading and Mathematics to strengthen their reading comprehension to increase student achievement in core content areas.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a. 1: Provide targeted and small group instruction/interventions to improve proficiency in reading comprehension and mathematics to lower D's and F's. Expenditures: <ul style="list-style-type: none"> <li>Instructional supplies/resources</li> <li>College Tutors</li> <li>Supplemental printing</li> </ul>	Walkthroughs MAP results in Reading and Math Semester grades for ELA and Math	Level 1-4 English language learners	Teachers EL site Monitor EL TOA College Tutors		10,000



2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a. 2: Provide PD to teachers on strategies to increase students' reading comprehension skills during ALD/ELD instruction Expenditures: <ul style="list-style-type: none"> <li>• Supplemental printing</li> <li>• PD and Instructional materials</li> <li>• Certificated and classified hourly</li> <li>• Sub coverage</li> </ul>	Walkthroughs Teacher survey MAP results in Reading and Math	Level 1-4 English language learners	EL TOA Teachers EL site Monitor	15,000	
1a 3: Provide Extended Learning Opportunities/tutoring to help develop reading comprehension skills in English Learners to promote growth academically in English language arts and mathematics. Expenditures: <ul style="list-style-type: none"> <li>• Instructional resources</li> <li>• Copies/printing/visuals</li> <li>• Certificated and classified additional hourly</li> <li>• College Tutors</li> </ul>	Walkthroughs Pre and Post Tests Semester grades for ELA and Math Sign in sheets	Level 1-4 English language learners	EL TOA Teachers EL site Monitor		15,000
<b>Total Estimated Cost for This Goal:</b>				15,000	25,000

## Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in reading comprehension.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	37.2%	>= 40.2%

<b>Identified Need(s):</b>	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment. Smarter Balance and MAPS assessments show that</p> <ul style="list-style-type: none"> <li>English Learners need opportunities to practice their language skills to strengthen their use of academic language through speaking and writing to increase student achievement and increase their EL levels.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b 1: Provide increased opportunities for EL students to practice literacy and language development skills outside of the school day (before/after school) to increase ELPI levels. Associated cost <ul style="list-style-type: none"> <li>Supplemental printing</li> <li>Instructional materials</li> <li>Library books, Leveled Readers, and E-Books</li> <li>Certificated and classified additional hourly</li> </ul>	Sign in sheets Quarter and Semester Grades Student Survey Pre and post tests	Level 1-4 English language learners	Teachers EL TOA EL Site Monitor Bilingual Aides		15,445

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b 2: Provide professional development aligned to ELPAC domains to improve lesson design and implementation to build students' literacy and language development. Associated cost <ul style="list-style-type: none"> <li>• Certificated and classified hourly</li> <li>• Sub coverage</li> <li>• Supplemental printing and instructional materials</li> <li>• PD materials</li> </ul>	Teacher survey PD participation/Sign in sheets Walkthroughs	Level 1-4 English language learners	Teachers EL TOA EL Site Monitor Bilingual Aides	8,336	
<b>Total Estimated Cost for This Goal:</b>				8,336	15,445

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
Goal 1a and b New Action 4: Additional Bilingual Tutor Monitor (203 @ hourly 17.50) to support the academic and language needs of ELs.	English Language learners	\$21,315	Admin
Goal 1 New Action H: Before/Afterschool Intervention (est. 100 days two teachers hourly \$40 per hour)	All	\$8,000	Admin Teachers
Goal 1a New Action 4: Classified additional hourly to provide translation services	El parents and students	\$3,840	Admin
Goal 1 New Action I: Additional Special Education Aide (203 @ hourly 17.50) with emphasis in supporting science and social studies	SWD student group	\$21,315	Admin
Goal 1 New Action J: Additional Academic Support Teacher/Coordinator (hourly, 1/6, or contracted personnel cost)	All	\$152,000	Admin
Goal 1 New Action K: Additional Counselor (CSSP) to focus on student groups specifically social emotional/behavioral student needs	All	\$150,000	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.	\$76,415
X	<b>Title I, Part A: Carryover</b>	\$59,831
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).	\$3,410
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)	\$45,445
	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		181,691
<b>Total amount of state funds spent (SUPC)</b>		45,445
<b>Total amount of federal funds spent (Title I)</b>		136,246
<b>Total amount of state and federal funds spent</b>		181,691
<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
Dr. Moises M. Merlos	Principal	Not-Applicable	Not-Applicable	1
Janie Garcia	Classroom Teacher	1 Year	May 2022	1
Monica Marinoff	Classroom Teacher	2 Years	May 2021	1
Vanessa Flores	Classroom Teacher	2 Years	May 2022	1
Nicole Dzama	Classroom Teacher	3 Years	May 2022	1
Janette Razon	Classified Member	3 Years	May 2022	1
Ema Ramirez (Chairperson)	Parent	3 Years	May 2022	1
Denise Torrez	Parent	3 Years	May 2022	1
Lisette Cobian	Parent	3 Years	May 2022	1
Brian Abanise	Student Member	1 Year	May 2021	1
Maricela Nava	Student Member	1 Year	May 2021	1
Rocio Samayoa	Student Member	1 Year	May 2021	1

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

Name of School: Alder Middle School

**The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:**

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- English Learner Advisory Committee  \_\_\_\_\_  
Electronic Signature
- Other committees established by the school or district (specify) \_\_\_\_\_  
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: May 5, 2021.

Attested:

Melissa Weber

Typed name of School Principal



Signature of School Principal

5-17-21

Date

Ema Ramirez

Typed name of SSC Chairperson



Electronic Signature of SSC Chairperson

5/17/2021

Date