

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Fontana Middle School 36 67710 6059406		SSC Approval Date: May 6, 2021
School Address	8425 Mango Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Marco Garcia	Phone # and Email	909-357-5370 Ext. 32117, Marco.Garcia@fusd.net
Name of SSC Chairperson	Marco Garcia	Phone # and Email	909-357-5370 Ext. 32117, Marco.Garcia@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

We are fully committed toward ensuring that every single student reaches proficiency in all subjects. The path to college begins early. For this reason, we will work collaboratively across all grade levels to maintain an effective instructional program that will prepare every child for a four year university if that is what he/she chooses. Success for ALL students is guaranteed when we establish a strong culture of care, academic opportunity, and achievement.

Fontana Middle School teachers will promote this culture by embracing the following core beliefs:

- All Students Can Learn at High Levels! No Excuses!
- Active Parent Engagement is Key to Student Success!
- Failure, Negativity, and Deficit Thinking are Not Acceptable!
- Teachers and Staff Lovingly Serve All Students!
- Effective Direct Instruction is the First Line of Intervention!
- Formative Assessment Data will drive the Instruction.

We have made a commitment to excellence, but we cannot accomplish this vision without your support. The strength of our partnership will help our students overcome any obstacle that may arise. Our children need our support and encouragement to come to school on time and ready to learn every single day! They need to know that both their parents and their teachers have a genuine and uncompromising interest in their learning. We must work together to enable all our children to develop perfect attendance, excellent behavior, strong study habits, and a focus on learning. These essential qualities and a deep knowledge of self will prepare them to succeed in college and beyond. Together we will hold all our students to the highest academic and social standards...No Excuses! It is our overarching goal to not only to prepare our students to escape poverty and racism, but to prepare them to end it once and for all.

SCHOOL AND COMMUNITY PROFILE

Fontana Middle School has a total enrollment of 1200 students. Our school demographics are as follows:

- Latino: 93.3%
- African American: 3.3%
- White: 1.9%
- Other (2 or more races): 0.7%
- Free & Reduced Lunch: 79.8%
- English Learner: 31.5%
- Foster Youth: 0.5%
- McKinney Vento: 3.8%
- Special Education: 12.8%

SCHOOL BACKGROUND

	<p>Approximately, 1% of our student population are on an Inter-District Transfer and 4% are on an Intra-District Transfer. The community surrounding Fontana Middle School is comprised of very hard-working families who desire the very best for their children. Our school counts on very strong parent engagement and community support. This includes parents, business owners, and community members. We, at FMS, are very proud of our community and of our focus on family.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ol style="list-style-type: none"> 1. FMS will invest in developing a comprehensive reading program for English Learners (EL's) that focus on reading comprehension, decoding, fluency and vocabulary. 2. FMS will continue to support after school academic assistance programs (i.e. Homework Clinic and Tutoring) as a means to Tier 2 intervention. 3. FMS will will reinvest in teacher professional development aimed at reinforcing new online curriculums planning and assessment and how to embed language development standards into everyday instructional practices. 4. FMS will continue to strengthen stakeholder participation and input by providing virtual workshops/trainings on technology (i.e. Q ParentConnect, Microsoft 365, online curriculum, etc.), mental and social-emotional wellbeing and college awareness.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Increased socio-emotional support will be provided to all students. • Further improve our Parent Project which provides Adult ESL, GED, Citizenship, Nutrition, and Computer Literacy classes, which in turn support our students at home. • Foster youth will be provided additional counseling support as well as socio-emotional support. • Increase student reading fluency and geometric and statistical reasoning. • Strategically target at-promise students by providing structured one-to-one or small group extended learning opportunities before, during and after school. • Provide teachers the instructional tools and training to provide DOK 3 and 4 instruction.
<p>MOONSHOT</p>	<p>The moonshot for Fontana Middle School is to incorporate Career Technical Pathways in the Middle School level.</p>

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
1,200	79.8	31.5	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	378	31.5
Foster Youth	6	0.5
Homeless	46	3.8
Socioeconomically Disadvantaged	957	79.8
Students with Disabilities	153	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	3.3
American Indian	3	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	3	0.3
Filipino	4	0.3
Hispanic	1,120	93.3
Two or More Races	8	0.7
White	23	1.9

These data points indicate:

1. In 2019-20, 79.8% of FMS students were identified socio-economically disadvantaged. In 2020-21, 92% of FMS students qualified for Free or Reduced lunches. This revealed the need for the advocacy for equitable resources to ensure their success and access to high quality instruction and timely intervention.
2. Hispanic students make-up 93% of the student population at FMS, which correlates to a larger than normal English Learner population (33%) at Middle School.
3. Students with disability make-up 12.8% of the student population at FMS. This revealed the need for on-going monitoring and support to ensure services are being provided as listed in their IEP and that they have access to the resources and services they need.

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. FMS students digressed in the area of mathematics from 2018 (Yellow) to 2019 (Orange).
2. FMS's Chronic Absenteeism, Suspension and Language Arts has maintained the same performance level over the past two years. Students have not progressed in these areas.
3. Over two years, the FMS suspension level has declined two levels from green to orange. This is an area of significant concern, in that students are losing instructional time due to suspension.

School and Student Performance Data

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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:

Lowest Performance



Red



Orange



Yellow



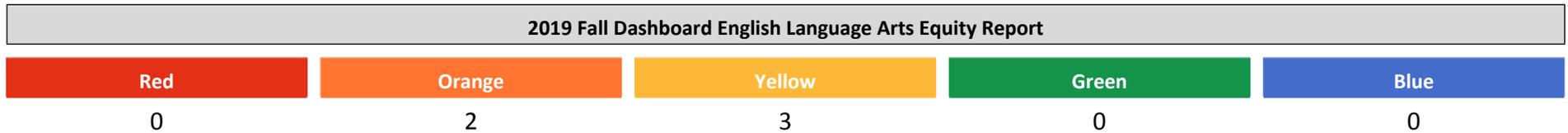
Green



Blue

Highest Performance

This section provides number of student groups in each color.



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

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

All Students


Yellow

41.7 points below standard

Increased ++4.1 points

1166

English Learners


Orange

62.2 points below standard

Maintained ++1.6 points

620

Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6

Homeless


No Performance Color

24.9 points below standard

49

Socioeconomically Disadvantaged


Yellow

42.9 points below standard

Increased ++4 points

1096

Students with Disabilities


Orange

114 points below standard

Increased Significantly
++22.4 points

136

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Yellow</p> <p>58 points below standard</p> <p>Increased Significantly ++20.7 points</p> <p>43</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Hispanic</p>  <p>Yellow</p> <p>41.6 points below standard</p> <p>Increased ++3.8 points</p> <p>1086</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>21.9 points below standard</p> <p>Increased Significantly ++16.6 points</p> <p>18</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>102.3 points below standard</p> <p>Increased ++12 points</p> <p>314</p>	<p>Reclassified English Learners</p> <p>21 points below standard</p> <p>Maintained -0.9 points</p> <p>306</p>	<p>English Only</p> <p>39.6 points below standard</p> <p>Maintained ++2.2 points</p> <p>360</p>

These data points indicate:

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

2. Over the span of three years, English Learners have steadily narrowed the gap of meeting standards. In 2017, they were 133.1 points from standard and in 2019 they were 102.3 points from standard. This was a 30.8 point gain over the past two years.
3. One group that has made significant gains over the past three years has been Students with Disabilities. In 2019, 136 students collectively increased their performance by 22.4 points.

School and Student Performance Data

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

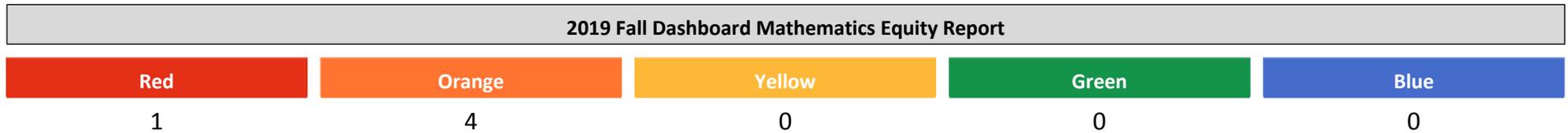
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 86.1 points below standard Maintained -2.8 points 1160	 Red 103.4 points below standard Declined -5.3 points 616	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 55.1 points below standard 49	 Orange 87.8 points below standard Maintained -2.9 points 1090	 Orange 155 points below standard Increased Significantly ++23.8 points 134

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 105.2 points below standard Increased Significantly ++15.9 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.4 points below standard Declined -3.7 points 1081	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 No Performance Color 54.5 points below standard Increased Significantly ++25.7 points 17

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.5 points below standard Increased ++4.1 points 311	57.3 points below standard Declined -6 points 305	91.3 points below standard Declined -4.1 points 358

These data points indicate:

- Both African-American and Students with Disabilities have increased significantly from one year to another.
- Collectively, Reclassified English Learners (RFEP) and English Only (EO) students showed a declined performance between 2018 and 2019.

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

School and Student Performance Data

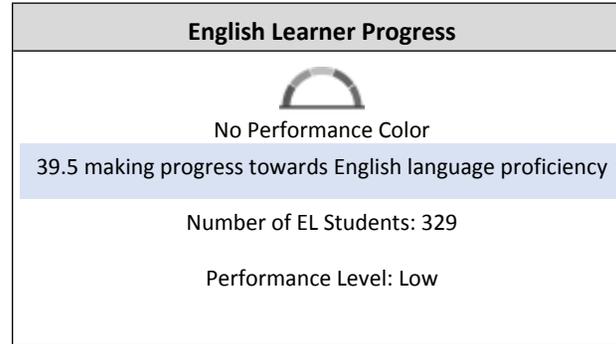
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7	33.7	9.1	30.3

These data points indicate:

- 39.5% of English Learners made progress towards English Language Proficiency, but 26.7% of English Learners decreased at least 1 level.
- Compared to the state performance average (48.3%), FMS students are underperforming by 8.8 percentage points.

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

School and Student Performance Data

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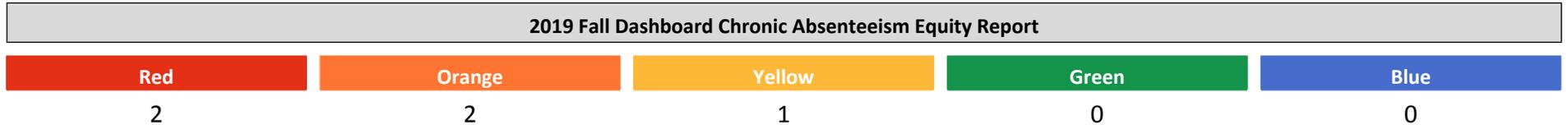
A review of the following data informs the comprehensive needs assessment.

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 14.1 Increased +2.2 1309	 Yellow 11.6 Declined -0.6 396	 No Performance Color 0 Declined -5.6 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 16.9 Declined -29.3 71	 Orange 14.3 Increased +2.2 1220	 Red 25.8 Increased Significantly +5.5 163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 39 Increased +8.2 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.7 Increased +1.7 1204	 No Performance Color 14.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 20 Increased +4 20

These data points indicate:

- Overall, FMS chronic absenteeism performance levels have not improved from the previous year (4 read/1 orange to 2 read/2/orange/1 yellow).
- The All Student group had an increase of 2.2% in students chronically absent. The African-American and students with disabilities student groups had the greatest increases in chronic absenteeism. The next tier of chronic absenteeism groups were Hispanic and socio-economically disadvantaged students.
- English Learners improved their chronic absenteeism by decreasing from 12.2% in 2018 to 11.6%. This improved their performance band from orange to yellow.

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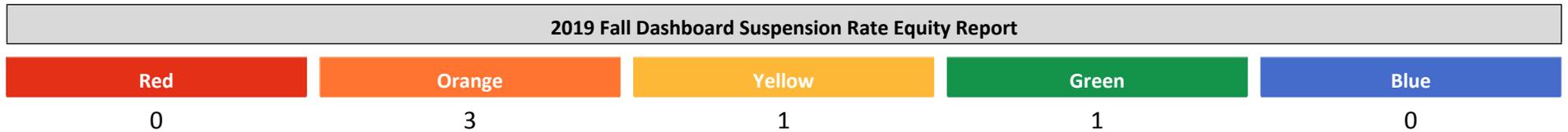
A review of the following data informs the comprehensive needs assessment.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.7	5

These data points indicate:

1. Currently, FMS is in the orange for suspension rate. 5% of students were suspended and there was an increase of 0.4% in suspension rates. Over the last 3 years, suspensions have slowly increased.
2. Students with Disabilities have shown great improvement by moving 3 performance bands within one years (2018 red to 2019 green).
3. At FMS, the Hispanic and English Learners student groups' suspension rates have not improved in the past two years, rather the suspension rate for both groups has increased.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22
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)	-0.32
Site Specific Measures: MAP Growth Mathematics: African-American Growth by Student Groups	-0.28
Site Specific Measures: MAP Growth Reading: African-American Growth by Student Groups	-0.68

These data points indicate:

At FMS, all students did not meet expected growth in Reading and Mathematics. For example, African-American student's MAP performance in Reading and Mathematics has digressed from the previous year. The one area of least growth was in Reading. Further examination of data showed that 64% of African-American students scored below average. The CGI data reveals that students showed even less growth than typical. We can attribute the additional lack of growth due to school closure in Spring of 2020.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.38
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)	-0.33
Site Specific Measures: Math Projected Summary (SBAC) (EL): Not Meeting Proficiency	77.2%
Site Specific Measures: Reading Projected Summary (SBAC) (EL): Not Meeting Proficiency	57.0%

These data points indicate:

Like the schoolwide results above, English Learners also did not make adequate growth on MAP Reading and Math assessments. In fact, upon deeper examination of MAP Growth Data by Program, 6th grade English Learner's Mean RIT score dropped by 4 point (199.8 to 195.8) from Fall of 2019 to Fall of 2020, 7th grade by 0.8 pts, and 8th grade grew by 0.8 pts. On Reading, 6th grade grew 0.3 pts (195.4 to 195.7); 7th grade dropped 3 pts, and 8th grade dropped 3.3 pts. This data correlates with the Reading Claim score on the 2019 ELPAC as evidenced by students' scores on the lowest two levels of the Reading Claim which were as follows: 6th Grade: Level 1 (66%) Level 2 (29%); 7th Grade Level 1 (60%) Level 2 (34%) and 8th Grade Level 1 (57%) Level 2 (32%).

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 19.76% Level 3: 43.36% Level 2: 22.12% Level 1: 14.75%
2018-2019 ELPAC Listening Domain: % by Performance Level	17.11% - Well Developed 60.18% - Somewhat/Moderately Developed 22.71% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	58.41% - Well Developed 28.91% - Somewhat/Moderately Developed 12.68% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	9.44% - Well Developed 43.66% - Somewhat/Moderately Developed 46.90% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	14.75% - Well Developed 74.63% - Somewhat/Moderately Developed 10.62% - Beginning Development
Site Specific Measures: 2019-20 ELPAC Reading Achievement Comparison: Beginning	6th - 59% 7th - 57% 8th - 59%

Language Acquisition Data – English Learners (EL)

Site Specific Measures: 2019 ELPAC Yearly Achievement Data: Percentage of Level 1-3

6th (93%), 7th (82%) and 8th (88%)

These data points indicate:

One significant reason as to why FMS English Learners have not shown growth in acquiring English proficiency is that more than 88% of EL's have not scored a Level 4 on the ELPAC. Upon further review of ELPAC data, EL's are drastically underperforming under the Reading Claim.

Parent/Family Engagement

School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	17%
Site Specific Measures: Fall 2020 Family Back to school Survey	21%
Site Specific Measures: 2020 Parent Center Survey	73 responses (ongoing)

These data points indicate:

FMS needs to increase parental participation on district and site-based surveys. Information gathered will guide the school on providing services and programs to better meet their child's academic and social-emotional needs. This also includes training and/or workshops for parents/guardians. Skills and information learned will improve the level of communication between parent with child and parent with school personnel. Skills will also aid parents in monitoring their child's academic progress.

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:	

These data points indicate:

ELD Evaluation

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

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

The effective implementation of Integrated ELD has been inconsistent. In others words, the foci changes between one year to another. For example, the previous year, the ELD courses were taught by different teachers. This year, classes are taught by one teacher. One issue is the availability of collaborative time between ELD teacher and the core teacher. According ELPAC data, the percentage of students scoring at the Level 4 ranges from 7% to 19%-6th Gr. (7%), 7th (19%) and 8th (12%). another glaring fact is that four out of every ten (39.5%) EL's are making process towards English proficiency. That means that 60% of EL's are not making progress. Out of that 60%, 29% have decreased by one ELPI level.

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

As indicated in the above question, the inconsistency in who teaches the Designated ELD classes. Also, the lack of appropriate training teachers receive in teaching curriculum to meet student's English language development and proficiency. One particular subject area the EL's are struggling in is SEI Math 6. Currently, 19 students are not meeting content standards for Quarter 1. For Quarter 1, 393 F's issues to English Learners. The underperforming data can be attributed to students not mastering three out of the four ELPAC Claims (i.e. Listening, Reading and Writing). 95% of 6th graders scores within Level 1 and 2 of ELPAC. 7th graders were 95%, while 8th grader were 89%. There also lacks a school-wide vision on reading comprehension across all content areas.

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

First, be inclusive in the designing of the Master Schedule. In other words, include the EL Monitor/EL Service TOA on how ELD classes will be set-up and possible teacher assignment. Provide Professional Development opportunities for SEI teachers that facilitated by EL Monitor or EL Service TOA on how to effectively design language development objectives. In addition, allowing teachers the opportunity to explore curriculum and its alignment to the core language arts curriculum (i.e. Study Sync). Making sure that site has the available ELD/ALD curriculum (hardcopy vs. digital) before start of the year to ensure students the appropriate informational tools to succeed. Establish monthly ELD monitoring meetings with site El Monitor and TOA to review student data and create SMART goals of each of the ELPI groups.

Comprehensive Needs Assessment

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

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

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Fall 2020 Areas of need/ opportunities for growth include: According to the WestEd Parent Survey results, 50% of the respondents were not aware of the risk factors associated with physical violence, harassment/bullying, vaping/E-cigarette and tobacco use. To address this, we are in the process of working with FUSD MTSS and Mental Health Services in creating monthly presentations that address non-educational issues. The first topic that will be addressed will be on Anxiety. With Distance Learning in full effect, it is becoming apparent that many students, as well as parents are struggling to cope with this social isolation. Another glaring deficiency is the lack of parental participation/involvement and engagement. It is customary that parent involvement taper off as their child moves through the grades. FMS's goal is to reconnect with our families by providing meaningful and relevant workshops and training that target life skills (i.e. navigating their child's online curriculum and online instructional applications/software). Educational classes that focus on Language Arts (i.e. ESL) and Math. For a handful of families, citizenship classes. To foster the College Going Culture, FMS will provide college fairs/presentations and curricular trips to local colleges and universities.</p> <p>Spring 2021 According to the Spring 2021 Family Climate Survey, the areas in which FMS scored favorably were in Environment (88%), Inclusion Efforts (87%), and Parent Support (79%). Areas of needs consisted of Family Engagement (9%), Learning Model (39%), School fit (41%), and Learning Opportunities (45%). Every other category ranged from 50% to 78%. To address FMS deficiencies, FMS is providing additional informational meetings for parents (i.e. Coffee with the Principal), increases in-person instructional opportunities (i.e. Summer School), and increase parent workshops (i.e. CABE).</p> <p>According to the Spring 2021 Student Climate Survey, the following categories resulted in a negative drop in students' perceived social-emotional skills-Self Management (-4), Positive Feeling (-4), Valuing of School (-13), Sense of Belonging (-9), and Self-efficacy (-6). Working in collaboration with MTSS and FMS Counselors, FMS will provide SEL training for staff to ensure</p>

Analysis of Qualitative Data	
	an emotional safe return of students to campus. Develop and implement SEL icebreakers for teachers for the first 2-3 weeks in the semester.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	<p>Classroom observations were conducted on weekly basis. Upon completion of this tool, a copy of the feedback form was emailed to the teacher and administrator. The data was then compiled in FORMS and put into charts for easy interpretation. The following areas were addressed in the feed back form.</p> <p>Grade: 6-8 Subject: ELA, Math, Science. Social Studies, Physical Education, VAPA (i.e. Music and Arts), Intervention (i.e. Read/Math 180), ELD/ALD, etc. Teacher: All teacher, including Inclusion teachers Period: 1-6 Lesson stage: (introduction/ direct instruction/ guided practice 1/ guided practice 2/ independent practice/ closure) Teacher clarity: Learning Intention and Success Criteria Depth of Knowledge level: Evidence of PLC: Student engagement level:</p> <p>Due to leadership change, observational data was not available. Moving forward, the Administrative Team at FMS will establish systems to record and evaluate observational data in the 2021-22 school year.</p>

Analysis of Instructional Program	
<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"> • Not meeting performance goals • Meeting performance goals • Exceeding performance goals <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>	

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	In previous years CAASPP / CAA / MAP/ and ELPAC assessments were used to drive instruction and make educationally sound decisions to improve student outcomes, this year we will use MAP 1/ ELPAC/ and IABs as well as other CFAs to make instructional decisions.

Standards, Assessment, and Accountability

<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Based on the 2019-20 ELPAC results, FMS English Learners were underperforming in 3 out of 4 claims (i.e. Listening, Reading and Writing). The only claim in which more than 60% of the students scored a Level 3 or higher was in Speaking. According to the Fall 20-21 MAP Assessment, EL's overall performance dropped 2 to 4 percentage points from the previous year. All three grade levels were scoring in Level 1 on the English RIT Scale, as well as mathematics. Language Arts wise, students were struggling in both Literary and Information Text. In Mathematics, Geometry and Statistics/Probability seem to be of greatest needs. There is an immediate need to provide students with Tier 2 support/intervention. This can come in the form of after school tutoring/homework assistance or Saturday Enrichment (if allowed on campus). Will need to implement a school-wide cross-curriculum reading and writing program across all curriculums. Furthermore, The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students.</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>Moving forward, the academic counselors, ILT/Grade-level or Department Leads and the administrative team will run quarterly grades to identify students that are failing multiple courses. It will be communicated and recommended that at-risk students attend school approved academic support programs and intervention. The Academic Review Team will meet on a monthly basis to review student performance data and make appropriate recommendations to SSC for the reallocation of funds to meet student's academic and (in some cases) student's socio-emotional needs.</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>Run quarterly academic reports to identify which students are not meeting academic standards. Solicit teacher recommendations throughout the semester and schedule SIT meetings, so the academic team can establish learning goals for the student. In addition, establish a system to periodically monitor student throughout the year. In others, run bi-monthly academic progress updates. Another way is the collaborative discussion between the Administrative Team and on-site EL Monitor. Finally, running summative/formative assessment reports (i.e. CFA's, CASPP, ELPAC or grade-level common assessments) to identify which students are not meet performance standards and what specific standards they need reteaching, differentiated or scaffolded. Monitoring is essential, especially when determining student's Reclassification eligibility.</p>

Identified Needs based on Findings:

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

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Social Emotional Professional development to address at-risk and disadvantaged student performance and increase teacher capacity in the area of equity in the classroom.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>TOA support in the areas of Math and ELA / PLC support time with district TOA around common formative assessments (CFAs) and using data to make instructional decisions. Depth of Knowledge training to increase teacher capacity to reach higher levels of DOK in lesson planning. District TOA support focusing on "The Teacher Clarity Playbook". TOA support in both teacher clarity</p>

Staffing and Professional Development

	and PLC support around the "4 Questions" i.e. 1. What do we expect students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students do not learn? 4. How will we respond when some students already know it?
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	PLC time and support from district TOA in the areas of educational FOCI, productive partnering training and 4 Ls (Look, Lean, Listen Lower) training to increase student participation and student voice in classes. PLC focus on Teacher Clarity and Learning Targets, essential standards.

Identified Needs based on Findings:

Further support needed in the area of Depth of Knowledge (DOK) , majority of teachers skill spending a majority of instructional time at DOK 1 and 2. Increase teacher collaborative opportunities to develop rigorous lesson designs focused on Bloom's Taxonomy (Analyzing, Evaluating and Creating). Further support needed in the area of learning targets and teacher clarity.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science: 6th-8th Grade-English (Study Sync), Math (Big Idea & Discovery Math Techbook), Science (Prentice Hall & Discovery Science Techbook) and Social Studies (TCI History Alive1).</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, Math 180 and C-STEM). The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Teachers will increase the level of instructional rigor that achieve DOK levels 3 and 4. They will allocate substantial amount instructional time aimed at increasing student's higher order thinking and capacity. Also, engage students in the area of problem solving and inquiry-based instruction.</p>
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans. Study Synch program and EURIKA Math available for all students.

Identified Needs based on Findings:

Teaching and Learning

Provide teachers with ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.

Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.

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

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

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Teacher training in equity and social emotional learning. Provide sensitivity training for educators and how to effectively teach and communicate with at-promising populations.
Student groups for whom there exist disparities in achievement and summary of the root causes.	The sub populations that has underperformed historically at FMS have been students with disability, African-American , English Learners and socioeconomically disadvantaged. Parental Support is one underlining factor for why these sub populations have not excel historically. With 90+% of the students qualified for Free or Reduce lunches, most parent(s) are working to financially provide for their family. This limits their involvement or supervision of their child's academic progress. In some cases, its the lack if informational knowledge for both students and parents. In other words, not knowing what skills are required to obtain grade-level and above proficiency. For English Learners and parents, its knowing what are the three criteria's for Reclassification. Another contributing factor is student's lack of commitment. In other words, the drive to self-improve.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	Lack of assessment data precludes this query from being fully answered, however all stakeholders and student groups, including EL, African American, Special Education, Socioeconomically Disadvantaged, have access to ALL programs and funding designed to improve student outcomes.

Identified Needs based on Findings:

According to summative assessment (i.e. ELPAC) and district formative assessment (i.e. MAPS), English Learners are not meeting 2 out of 3 criteria for reclassification. The implementation of services were not rendered early enough to identify impact. Based on current performance and academic (i.e. grades) data, there is an immediate need for tier 2 intervention. Intervention should not be limited to just homework assistance.

There needs to be an emphasis placed on a school-wide initiative focused on the four claims (i.e. Reading, Speaking, Writing and Listening). That includes extensive PD for SEI teachers facilitated by district TOA on how to better meet EL's learning academic and language development/acquisition needs. For our African-American students, establish a mentoring program that provides academic and socio-emotional support. This may include additional restorative practice support and counseling.

To address our Students with Disabilities, provide Instructional Aides with additional Special Education training to support first level instruction in the classroom. Provide additional technology and/or manipulatives to make content accessible and relevant to students.

Opportunity and Equal Educational Access

Parental Engagement

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

Families were provided with array of workshops and informational meetings to participate in. Here are several classes, meetings, and trainings offered to parents. ELAC Meetings, Parent Project. ESL classes, Nutrition Awareness, Basic Computer skills, Listos Emergency Preparedness classes, Citizenship, Mental Health Awareness, Q Parent Connect Workshops, Coffee with the Principal, and EL Parent Workshop just to name a few.

Identified Needs based on Findings:

Based on the Parent Center survey, the following three topics were rated highest, 1) Technology support, 2) Mental Health and 3) Emergency preparedness. Working currently with FMS Parent Center Community Aide and district support staff (i.e. IT Support and MTSS) to develop dual-language workshops for our parents/guardians. IT will solely focus on how Microsoft 360. Working with MTSS, we are in the initial stages of identifying what mental health topics that are in desperate need in light of distance learning. FMS Community Aide will continue to provide one-to-one email/QParent Connect support.

Funding

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

Supplemental funds were used to create learning centers for the purpose of reinforcing mathematical and scientific concepts and applications. PBIS initiatives (i.e. C.A.R.E.S) was also supported by Supplemental Concentration funds through weekly prize drawing.

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

Categorical funds were utilized to provide College Awareness virtual parent workshops facilitated by an outside vendor.

Identified Needs based on Findings:

Based on the Homework Clinic participation report,, there is a need to increase student involvement and target underperforming students,. FMS will establish a Academic Review Team (consisting of Department Leads, Counselors and Administrators) to identify any student failing one or more core class and make it mandatory that they attend after school support.

Based on quarterly grades, it is apparent that underperforming students are not receiving immediate and timely academic intervention. FMS will also collaborate with district support personnel (i.e. TOA's) to develop Professional Development opportunities before, during and after school to analyze student performance data, develop instructional strategies, readjust curriculum pacing and implement reading strategies across all content areas. Also, work with EL Services to provide specialized training for FMS SEI instructors/teachers to develop strategies that focus on reading comprehension, listening and writing in all content areas.

Stakeholder Involvement

<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. The majority of actions and service were not implemented due to the extended distance learning format.</p> <p>In April, ELAC met to conduct progress monitoring on the SPSA action and services and to provide SSC with recommendations for English Learners. In late April School Site Council, from input from ELAC, will determine to continue, modify or discontinue based on progress monitoring and anticipated needs of students.</p> <ul style="list-style-type: none"> • Parents were in support of adding another bilingual assistant (i.e. Tutor Monitor) to address the instructional needs of EL's in SEI classes. • Parents saw the value of extending the learning opportunities of EL's by providing Saturday Enrichment classes focused on language development and mathematical reasoning. <p>In May, SSC approved the 2021-22 SPSA.</p> <ul style="list-style-type: none"> • School Site Council members reviewed and assigned monetary value to each identified action/services, including ELAC recommendations (i.e. bilingual Tutor Monitor and Saturday Enrichment). • School Site Council members reviewed SUPC Actions and Services.
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Identified Needs based on Findings:

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

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p>	<p>All services, programs, and opportunities funded at Fontana Middle School are available to ALL student groups. If financially allowable, increase the number of bilingual assistants from 2 to 3 to account for the large number of English Learners population and SEI classes. Due to the complexity of the Master Schedule, SEI classes will (at times) be overlapped, limiting the availability of the Bilingual Instructional Aides. Another desired expenditure is to reduce the student to counselor ratio (1: 590). A third counselor will allow us to assign each one a grade level. They will move with their students throughout the three years. This will inherently improve the student/parent to counselor relationship and communication. Another area of disparity is the number of DSO assigned to FMS. There is greater need to ensure that students are safe and adhering to state and distance social distance guidelines and precautionary measures. As a school site, FMS facilities are outdated and not conducive to social distance instruction. As the oldest campus in the district, it is imperative that valuable resources/funds are reinvested into the school. As a student or employee, having pride in your school or work place as a contributing factor in one's output.</p>
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SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> • Continue to provide professional development for teachers with regard to the Common Core Standards and related curriculum (i.e. school and district benchmark assessments) • Develop vertical alignment agreements with feeder elementary schools in order to ensure students are entering 6th grade with minimal math and reading skills. This could include cross-level PD, for example 5th teachers PLCing with FMS 6th grade English and Math teachers. • By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels. This may include attending district and/or school sponsored Microsoft 365 training. 	<p>Professional Development - quarterly August through May</p> <p>PLC - monthly August through May</p> <p>Vertical Alignment PD's - quarterly August through May</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> • By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels (in-person or virtually) • By increasing student's access to high quality materials, including technology, teachers will help ensure their ongoing engagement and deep learning in the core subject areas while utilizing a blended learning instructional model (i.e. Catlin Tucker's 5 E's). • All students will benefit from effective first instruction and access to FMS before and after school Student Support Time. In addition, those most in need will receive additional extended learning opportunities via tutoring and the retaking of assessments (Monday to Thursday). • Create Learning Centers to meet students mathematical and scientific reasoning and analytical skills; to reinforce concepts and applications. • Expand the role of College Tutors during the day for non-Avid classes. 	<p>Professional Development - quarterly August through May</p> <p>PLC - bimonthly August through May</p> <p>College Tutor Push-in - daily August through May</p> <p>SST - weekly August through May</p> <p>Academic Support - weekly August through May</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not</p>	<ul style="list-style-type: none"> • All Students: Will benefit from effective first instruction and access to our Student Support Time before and after school. In addition, those most in need will receive additional 	<p>Full Inclusion Model - daily August through May</p>

<p>meeting the challenging State academic standards</p>	<p>extended learning opportunities via after-school instructional support and the retaking of assessments.</p> <ul style="list-style-type: none"> • Implement Inclusion model in which all students are learning together in the core classroom. Utilized Specialized teachers to address the individualized needs of students in the classroom. • English Learners: will receive progress monitoring from EL Site Monitor; they will receive after school tutoring to assist with English Language acquisition. • Provide a Summer Bridge program to assist incoming 6th graders in transitioning to middle school to improve academic achievement and decrease suspension and referral rates. 	<p>SST - weekly August through May</p> <p>EL Monitoring - weekly August through May</p> <p>Summer Bridge - June</p>
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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)	-41.7	>= -26.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-86.1	>= -71.1
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.32	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	17%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> According to MAP Math Data, students in grades 6th-8th need to develop mathematical computation skills in order to be successful in Geometry, Statistics/Probability. According to MAP Reading Data, students in grades 6th - 8th need to develop academic vocabulary and reading comprehension skills, especially in the area of Main Idea/Detail. Based on current grades, there were a high percentage of "F's" issued in Language Arts and Mathematics. This indicates a need to develop a robust RTI system of support. According to teacher feedback, core teachers need access to professional development to ensure curriculum is being implemented with fidelity. Parent Surveys indicate a need to foster a College Going Culture by exposing the stakeholders to the three E's-Expectation, Encouragement and Exposure. Teacher feedback indicates a need to create a robust collaborative culture by empowering PLC/ILT Leads to facilitate data analysis and lesson design.
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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
<p>1A. Provide additional instructional support afterschool to help students complete coursework and reduce D's and F's in core classes.</p> <ul style="list-style-type: none"> • Certificated/Classified Hourly • Supplementary Printing • Supplementary Materials 	<p>Pre/Post Formative Assessments (Microsoft Forms) Progress monitoring (Quarterly/Semester grades)</p>	<p>School-wide (Primary focus at-promise students)</p>	<p>After-school Support Providers</p>	<p>\$15,000</p>	
<p>1B. Provide small group instruction for students to reinforce mathematical concepts (i.e. geometry and statistics/probability)</p> <ul style="list-style-type: none"> • College tutors • Instructional software and/or online tutorial services (i.e. IXL) • Supplemental materials and math manipulatives 	<p>Common formative Assessment Data for Math Classroom Visit</p>	<p>School-wide</p>	<p>Core academic Teachers Administrative Team College Tutors</p>	<p>\$10,000</p>	
<p>1C. Provide a Summer Bridge program to assist incoming 6th graders in transitioning to middle school to improve academic achievement and decrease suspension and referral rates.</p> <ul style="list-style-type: none"> • Certificated/Classified Hourly • Supplemental Materials • Supplemental Printing 	<p>Attendance, Behavior and Academic Data for participating Summer Bridge students.</p>	<p>Participating 6th grade students</p>	<p>Certificated/Classified School Personnel and Administrative Team</p>	<p>\$25,000</p>	
<p>1D. Provide time for teachers to function as a PLC for data analysis, lesson design and instructional practices.</p> <ul style="list-style-type: none"> • Substitutes • Certificated/Classified Hourly 	<p>PLC Agendas/Minutes Walkthrough Feedback Data</p>	<p>School-wide</p>	<p>Teachers TOA Administrative Team</p>	<p>10,000</p>	

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"> Instructional Materials 					
<p>1E. Provide professional development to ensure that curriculum is being implemented with fidelity, ensuring rigor.</p> <ul style="list-style-type: none"> Consultant fees Substitutes (PD coverage or Peer Observation) Supplemental materials, books, and digital resources 	Walkthroughs Teacher Feedback	School-wide	Administration ILT Team PLCs/Department Leads	\$10,000	
<p>1F. Provide Parent Engagement opportunities that increase their understanding of their student's social and emotional, academic and behavioral needs to improve academic achievement and reduce disciplinary referrals.</p> <ul style="list-style-type: none"> Consultants Travel/Conferences and related fees Certificated/Classified Hourly Supplementary Materials Supplemental Printing 	Sign-In Sheets Parent Center Survey/Feedback Data	All parents	Administrative Team Community Aide	\$10,000	
<p>1G. Provide Parent Training Workshops to increase their understanding of colleges and universities admission requirements.</p> <ul style="list-style-type: none"> College Campus Visits/Registration Transportation Costs Materials, Supplies, Printing, and Copies 	Sign-In Sheets Parent Feedback	All parents	Administrative Team Community Aide		\$2,000

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
<p>1H. Provide curricular trips to enrich and expand -the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a subject area and expand children's awareness of their own community.</p> <ul style="list-style-type: none"> • Transportation Costs • Venue fees 	Pre/Post Surveys	All students	Teachers		\$10,000
<p>1I. Renew maintenance contract of copier (i.e. Duplo) to print supplemental material for instructional use, intervention and parent communique.</p>	Monthly Usage Report	All students	Secretary		\$1,000
<p>1J Hire College Tutors to provide small or individual study sessions and to assist with Tier 1 academic support in all content areas.</p> <ul style="list-style-type: none"> • College Tutors 	Semester Grades Student Retention in Program	All students	Teacher		\$22,760
<p>1K. Award students for upholding FMS PBIS initiative C.A.R.E.S for improved attendance and class engagement.</p> <ul style="list-style-type: none"> • FMS Gear • Medallions (Gold, Silver and Bronze) • School Supplies 	Grades; Survey and Attendance Reports	All students	PBIS Team Administrative Team		\$5,000
<p>1L. Provide structured behavioral modification and support for student in lieu of suspension (ATS).</p> <ul style="list-style-type: none"> • Certificated hourly 	Monthly Referral and Behavioral Reports	All students	PBIS Team Administrative Team		\$6,000

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
1M. Purchase SMART TV's for Math/Science to replace antiquated equipment (i.e. projectors) and support the online math/science curriculum. <ul style="list-style-type: none"> • SMART TV and hardware • Installation 	Math Tech Usage Report MAP Scores	All students	Teachers Administrative Team		\$6,368
Total Estimated Cost for This Goal:				80,000	53,128

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in Reading by building on background knowledge, the teaching of vocabulary explicitly, and checking for understanding frequently.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-62.2	>= -47.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-103.4	>= -88.4
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.38	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.33	>= 0

Identified Need(s):	<ul style="list-style-type: none"> • With more than 90% of EL's placing in Level 1 and 2 on the ELPAC Reading Claim, there needs to be a school-wide emphasis on reading conceptions. • According to MAP Reading data, 93% of English Learners scored at or below Low Average on the assessment. • Students need to increase their progress in English reading proficiency and vocabulary development through non-curriculum base reading (i.e. Book Club). In other words, ensure that independent reading is structured and purposeful with a good reader-text match. • Provide increased opportunities for ELs to develop sophisticated vocabulary knowledge including strong academic language. • Promote reading fluency with a focus on vocabulary and increased exposure to print (i.e. fiction and non-fiction books).
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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
<p>1a1. Provide one-to-one or small group tutoring to develop academic vocabulary and promote academic discourse.</p> <ul style="list-style-type: none"> • Certificated/Classified hourly • Printing 	Curriculum embedded assessments in ELA and ELD (ELD Rubrics in Study Sync)	English Learners (ELPI L1 and L2) and those that decreased by 1 level	Teachers, EL Monitor and Administrative Team	\$10,000	
<p>1a2. Provide after school reading fluency opportunities (i.e. Book Club).</p> <ul style="list-style-type: none"> • Certificated/Classified hourly • Reading materials/books (hardcopy or digital) <p>appropriate to student Lexile level.</p>	Club attendance Sign-ins	All students (grouped by Lexile level)	Teacher(s) and Administrative Team	\$6,000	
<p>1a3. Create a culture of reading to help students become critical thinkers, analytical readers, and informed citizens.</p> <ul style="list-style-type: none"> • Digital and hardcover books 	Increase Lexile score Student feedback	English Learners	Teachers Library Specialist	\$4,000	
<p>1a4. Support the core instructional curriculum through modeling, restating of instructions/questions, checking for understanding, verbal praise and technical support for our English Learner population.</p> <ul style="list-style-type: none"> • Bilingual Tutor Monitor 	Academic Marks Walkthroughs	English Learners	Teacher Administrative Team	\$46,884	
<p>1a5. Saturday Academic Enrichment Program: Provide English and Math support for EL students that score in the 0-40% percentile on the Fall MAP Assessment and receiving D/F in their core classes.</p> <ul style="list-style-type: none"> • Certificated hourly • Instructional materials 	MAP Data Academic Marks	English Learners	Teacher Administrative Team	\$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
Total Estimated Cost for This Goal:				71,884	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth through reading of short informational passage by justifying their opinions or citing evidence.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	39.5%	>= 42.5%

Identified Need(s):	<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.</p> <ul style="list-style-type: none"> According ELPAC data, 6th-8th English Learners underperformed in the following claims, Reading, Writing and Listening. Teachers need to increase the number of EL Reclassification by monitoring their progress and providing Academic Language Development support before, after school and Saturday. According to MAP Reading Data, students in grades 6th - 8th are underperforming in both Literary Text (i.e. Key Ideas/Details and Language) and Vocabulary (i.e. Acquisition and Use).
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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
1b1. Provide professional development for teachers on how on to design effective language objectives/intentions aimed at reading comprehension and oral justification. <ul style="list-style-type: none"> Certificated additional hourly to attend after hour PD's lead by EL TOA 	Classroom Visits Teacher Survey	English Learners (Students Level 1, 2L, 2H, 3L and 3H)	Teachers and Administrative Team	\$7,000	

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"> Provide substitute coverage for school/district sponsored trainings during instructional time 					
1b2. Provide online ancillary program that provides individual student progress monitoring in writing and/or reading. <ul style="list-style-type: none"> Instructional software 	Software Data	ELD/ALD English Learners	Teacher and Administrative Team	\$5,000	
Total Estimated Cost for This Goal:				12,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1I New Action - Enhance the learning experience of all students by providing access to hands-on activities and realia, to increase engagement and develop problem-solving and critical-thinking skills.</p> <ul style="list-style-type: none"> • Science and lab related materials • Robotics 	All students	\$35,000	Grade-level Science Leads, STEM Teacher

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$91,917
X	Title I, Part A: Carryover	\$71,967
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,642
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$53,128
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		217,012
Total amount of state funds spent (SUPC)		53,128
Total amount of federal funds spent (Title I)		163,884
Total amount of state and federal funds spent		217,012
Balance		0

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Marco Garcia	Principal	Not-Applicable	Not-Applicable	1
Julian Rubalcaba	Classroom Teacher	2 Years	June 2021	1
Yvonne Quinto	Classroom Teacher	2 Years	June 2022	1
Joby McLaughlin	Classroom Teacher	2 Years	June 2022	1
Brittany Torres	Classroom Teacher	2 Years	June 2021	1
Diana C. Gutierrez	Other Staff Member (Specify):	2 Years	June 2022	1
Lida Magallon	Parent/Community Member	2 Years	June 2021	1
Hortencia Conseco	Parent/Community Member	2 Years	June 2021	1
Elsy Zelaya	Parent/Community Member	2 Years	June 2021	1
Nedar Y. Huerta	Student Member	1 Years	June 2021	1
Noelia Sandoval Gonzalez	Student Member	1 Years	June 2021	1
Alexa Till	Student Member	1 Years	June 2021	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2021.

Attested:



Principal, Marco Garcia on 5/13/2021

SSC Chairperson, Marco Garcia on 5/13/2021