

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

SPSA Year:

X2021-22

School Name and School Code	Southridge Tech Middle School 36 67710 6106504		SSC Approval Date: May 13, 2021
School Address	14500 Live Oak Avenue, Fontana, CA 92337		Local Governing Board Approval Date: Presented to the Board on 6/2/2021  Original
Name of Principal	Roy L. Rogers	Phone # and Email	(909) 357-5420, Roy.rogers@fusd.net
Name of SSC Chairperson	Robert Brock	Phone # and Email	(909) 357-5420, brocrr@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

#### Vision Statement

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

#### Mission Statement

Southridge Middle School seeks to:

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

### SCHOOL AND COMMUNITY PROFILE

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

Moreover, we currently serve nearly 1006 students located in South Fontana. Our ethnic demography is as follows: American Indian or Alaska Native 0.1%, Black or African American 5.8%, Asian 1.8%, Filipino 1.2 %, Hispanic or Latino 86.1%, White 4.1%, Two or More Races 0.8%. In terms of Title I and Categorical programs, our demography is as follows: EL Students 19%, Socioeconomically Disadvantaged 74.8%, Students with Disabilities 11.7%, and Foster Youth 1.2%.

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

### SPSA HIGHLIGHTS (bullet points)

There has been a noted:

- Increase on student proficiency in ELA at all grade levels, student groups, and categorical programs.

## SCHOOL BACKGROUND

	<ul style="list-style-type: none"> <li>• Increase in differentiated services for students in curriculum, academic support, and technological opportunities.</li> <li>• Increase in participation and access to professional development and training to improve their ability to differentiate instruction, utilize diverse technology, and develop lesson that provide blended learning opportunities.</li> <li>• Increase in common teacher collaboration time used for lesson planning, assessment development, data analysis, and peer feedback.</li> <li>• Increase in student academic achievement through our extended learning opportunities.</li> <li>• Development of a STEM program tied to International Baccalaureate Middle Years Program.</li> <li>• Increase in parent and community partnerships promoted through various events, programs and workshops.</li> </ul>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>Increasing Services and Opportunities so students can:</p> <ul style="list-style-type: none"> <li>• interact with rich and rigorous curriculum production and peer interaction via 21st century technology and platforms</li> <li>• receive differentiated instruction to meet their individualized learning needs</li> <li>• learn about and have access college and career opportunities via AVID regardless of program</li> <li>• participate in a group or program that will help them thrive and reach their potential</li> </ul> <p>Increasing Services and Opportunities so parents can:</p> <ul style="list-style-type: none"> <li>• provide feedback and express their concerns about programs and services offered at Southridge Tech Middle School</li> <li>• participate in the learning process that allows them to take an active role</li> <li>• interact with staff outside of the classroom</li> </ul> <p>Increasing Services and Opportunities so Southridge Staff can:</p> <ul style="list-style-type: none"> <li>• continue to collaborate and develop assessments, lessons, and resources to support student learning</li> <li>• receive training and development to meet professional needs to improve as practitioners</li> </ul> <p>Improved services</p> <ul style="list-style-type: none"> <li>• refine our MTSS program to ensure we provide the appropriate interventions that help us meet the academic, social and emotional, and college and career needs of our students.</li> <li>• use data to drive all decisions and conversations around student learning and teacher efficacy and effectiveness;</li> <li>• cultivate effective teachers and leadership through differentiated professional developments;</li> <li>• promote college and career preparedness and readiness for all students within their capacity and program;</li> </ul>

## SCHOOL BACKGROUND

MOONSHOT

### INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Essentially, the MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two or three year) formats.

- Southridge Tech scholars will have countless opportunities to explore science, technology, engineering and math subjects.
- Academic courses, electives, clubs, competitions, teams – all allow students to introduce themselves to new concepts to deepen knowledge in subjects they are already passionate about.
- Gifted and Talented Education (GATE) program—We offer a STEM After School Program and enrichment trips meet the unique learning needs of our Gifted Students.
- Engineering and Technology Programs—Students can participate in a 12-week program where students can design, build, test, and refine their own creations in a safe and fun environment. Students who participate in this program compete in local and state competitions
- Technology and Research Library—students have access to computers, primary and secondary sources, and STEM Makerspace. Our Research and Technology lab has 3D printer, Lego Robots, and other 21st century technology and programs.
- AVID Schoolwide—When stepping onto our campus, All students thrive in an environment where academic expectations are held high and we have developed systems and structures that focus on the needs of students. Moreover, it is not uncommon to see all students taking Cornell notes; using some form of binder, agenda planner, or other organizational tool; and/or engaging in collaborative, dynamic academic activities in our classrooms. Our faculty and staff cultivate a culture of college readiness and success for all students.
- Students are accepted to college teams to create a nurturing family-oriented environment and to increase personalization, relevance, and rigor of coursework. Our college team compete for spirit points, attend college field trips, and engage in interdisciplinary lessons and activities for enrichment.

## School and Student Performance Data

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

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

### Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,006</b>	<b>74.8</b>	<b>19.0</b>	<b>1.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	191	19.0
Foster Youth	12	1.2
Homeless	8	0.8
Socioeconomically Disadvantaged	752	74.8
Students with Disabilities	118	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	5.8
American Indian	1	0.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	18	1.8
Filipino	12	1.2
Hispanic	866	86.1
Two or More Races	8	0.8
Pacific Islander	2	0.2
White	41	4.1

**These data points indicate:**

1. The student ethnicity demographic at Southridge Tech Middle School is primarily comprised of three major ethnic groups: Hispanic student population totaling nearly 86.1%, African American student population at 5.8%, and White student population at 4.1%. The three populations mirror our district's proportional relationship between the three groups. Moreover, our students with two or more races and American Indian make up less than 1% of the student population.
2. Moreover, our data indicates that STMS serves nearly 74.8% of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.
3. Approximately 11.7 percent of our students require specially designed instruction to meet the unique needs of children with disabilities and 19% of our students are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

## School and Student Performance Data

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

### Overall Performance

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

##### Academic Performance

###### English Language Arts



Yellow

###### Mathematics



Orange

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Orange

**These data points indicate:**

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



## School and Student Performance Data

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

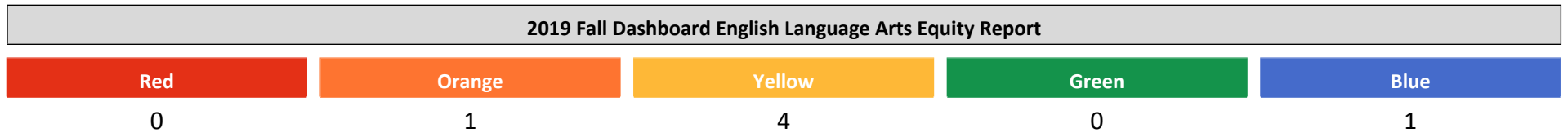
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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

















This section provides number of student groups in each color.



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

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

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

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

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

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

**These data points indicate:**

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

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

## School and Student Performance Data

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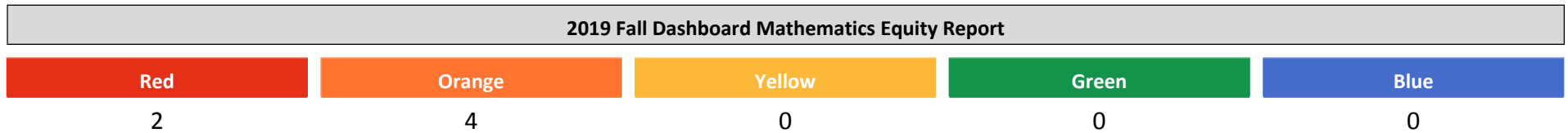
A review of the following data informs the comprehensive needs assessment.

### 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**

  
 Orange  
 68.9 points below standard  
 Declined -8.8 points  
 952


**English Learners**

  
 Orange  
 90.9 points below standard  
 Declined -10.3 points  
 354


**Foster Youth**

  
 No Performance Color  
 Less than 11 Students - Data Not Displayed for Privacy  
 6


**Homeless**

  
 No Performance Color  
 Less than 11 Students - Data Not Displayed for Privacy  
 5








**Socioeconomically Disadvantaged**

  
 Orange  
 71.1 points below standard  
 Declined -9.1 points  
 851

**Students with Disabilities**

  
 Red  
 150 points below standard  
 Maintained -1.8 points  
 115

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

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

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
149.4 points below standard Declined -11.8 points 136	54.4 points below standard Declined -6.9 points 218	66.9 points below standard Declined -5.3 points 460

**These data points indicate:**

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

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



## School and Student Performance Data

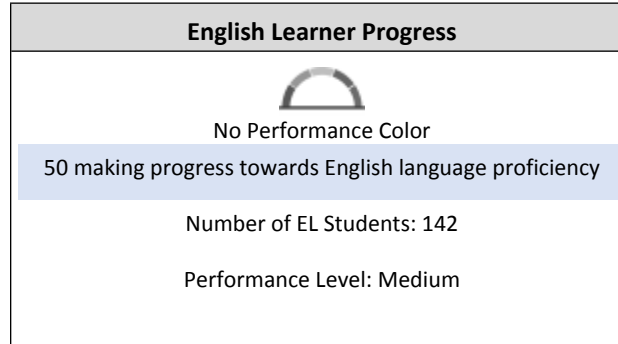
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A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

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

#### 2019 Fall Dashboard English Learner Progress Indicator



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

#### 2019 Fall Dashboard Student English Language Acquisition Results

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

#### These data points indicate:

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

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

## School and Student Performance Data

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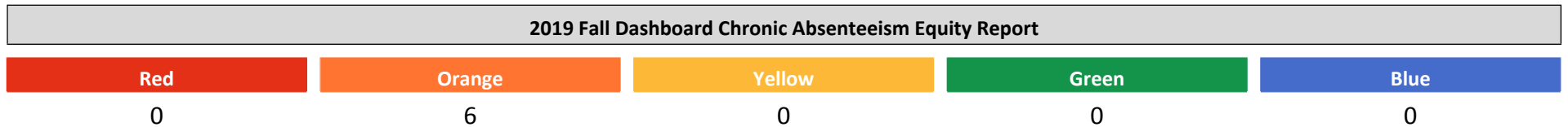
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

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

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

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

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

**These data points indicate:**

1. an overall increase in our chronic absenteeism for the 2019 school year for the All Students group.
2. This increase in chronic absenteeism was evident with the following student groups: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. All these student groups noted a decrease in academic success on SBAC in Mathematics.
3. All student-groups and Race/Ethnicity groups are in need of additional services and support in their attendance.

## School and Student Performance Data

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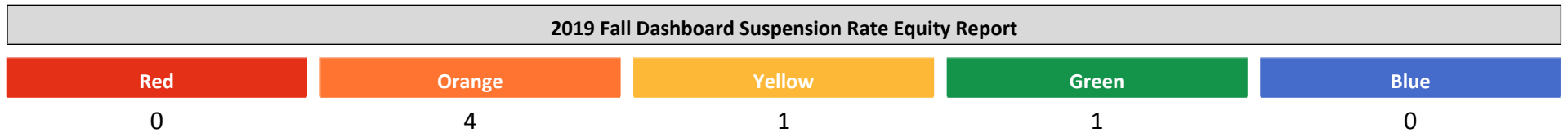
A review of the following data informs the comprehensive needs assessment.

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

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

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

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4.2	4.5

**These data points indicate:**

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



## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.01
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)	-0.30
Site Specific Measures: Percent of students earning 2.0 GPA or higher at 1st Semester	58%
Site Specific Measures:	

#### These data points indicate:

Students made one year growth based on MAP Reading, STMS needs to focus on increasing students' ability in addressing the following Literacy Standards:

Literary Text: Key Ideas and Details

RL 8.1 Citing and inferences

RL 8.2 Theme/Main Idea

RL 8.3 Development of Plot/Narrative

Informational Text: Key Ideas and Details

CCSS.ELA-LITERACY.RI 6-8.1 Citing and inferences

CCSS.ELA-LITERACY.RI 6-8.2 Main Idea/Central Idea

CCSS.ELA-LITERACY.RI 6-8.3 Development of key ideas/argument

Literacy Standards for Social Studies and History

CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RST.6-8.1

CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RST.6-8.2

CCSS.ELA-LITERACY.RH.6-8.3 CCSS.ELA-LITERACY.RST.6-8.3

Based on MAPS Math, STMS needs to focus on increasing students' ability in addressing the following Math domains:

- Operations and Algebraic Thinking
- Measurement and Geometry

Moreover, approximately 58% of our students passed earned a 2.0 GPA--which indicates we will need to explore strategies and supports to increase student engagement and explore grading practices.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03
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)	-0.27
Site Specific Measures: Percent of EL students earning 2.0 GPA or higher at 1st Semester	40%
Site Specific Measures:	

**These data points indicate:**

The data indicated English Learner students made one year growth in reading and slightly one year's growth in math as measured by the MAP Assessment. This data also indicates we need to develop strategic methods of monitoring and promoting growth on this metric. Approximately 40% of our EL students earned a 2.0 GPA--which indicates we will need to explore strategies and supports to increase student engagement and explore grading practices.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 12.58% Level 3: 34.44% Level 2: 34.44% Level 1: 18.54%
2018-2019 ELPAC Listening Domain: % by Performance Level	19.87% - Well Developed

Language Acquisition Data – English Learners (EL)	
	57.62% - Somewhat/Moderately Developed 22.52% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	31.79% - Well Developed 49.01% - Somewhat/Moderately Developed 19.21% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	8.61% - Well Developed 38.41% - Somewhat/Moderately Developed 52.98% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	7.28% - Well Developed 81.46% - Somewhat/Moderately Developed 11.26% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

We are making moderate progress towards our EL students meeting English language proficiency. we are needing to identify areas and ways to monitor student academic success specifically with grades to ensure that more students are passing their classes with a C or higher.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	28%
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

For the 2020 school year we only had 15% of parents participated in the parent survey. This year met the District's goal of 25% participation. We need to work on increasing parent participation to receive important information.

<b>Kindergarten - 3rd Grade Literacy</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
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:**

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

## ELD Evaluation

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

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

Regarding integrated ELD, based on our ELPAC Achievement Data, there are less students scoring a Level 1 from 2019 to 2020 and more students moving from Level 2 to Level 3. Moreover, our ELPI levels indicate that 50% of our students are making progress towards English language proficiency which is nearly 2% higher than the state's average. Our ELPI data also noted that 14.7% of our students have decreased a level, 35% of our students have either maintained their designated ELPI levels, and nearly 46% of our students have progressed at least one ELPI level. This data does indicate that our integrated ELD is providing adequate support and increasing our EL students’ language acquisition and vocabulary development.

Based on instructional walk-through both at the site level and district level, teachers are employing a variety of WICOR strategies to build students Writing, Inquiry, Collaboration, Organization, and Reading skills. Teachers employed WICOR strategies to help students access rigorous curriculum. The observed lessons

- 52% of the lessons required students to write
- 41% of the lessons required students to inquire
- 35% of the lessons required students to collaborate
- 30% of the lessons required students to organize their thoughts or learning
- 40% other lessons required students to read a text or passage

These strategies support our EL students in their language acquisition and development as a scholar.

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

As shared in the previous section, our ELPAC data has demonstrated improvement from 2018-2019 to 2019-2020 school year. All designated EL students receive specialized instruction from an EL authorized instructor who provides instruction for English Language Development utilizing our District approved curricula. Moreover, the master schedule provides opportunities for our EL students who need more language support to receive additional support throughout the instructional day in core classes. Our designated ELD students are enrolled ELD, ALD, AVID classes where the instructors have developed a routines for our students to practice the four-domains of literacy. Moreover, the master schedule enables our bilingual aides to support first instruction for students in core classes and they meet with students before, during, and after instruction as needed.

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

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

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

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

Mathematics

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

ELD

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

## Comprehensive Needs Assessment

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

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

### Data Analysis

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

Analysis of Qualitative Data	
<p><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>Southridge Tech 2019-2020 Parents Survey Report</p> <p>This year, we met our District's 25% Parent respondent goal. Based on the data, the majority of the parent participants responded favorably to our inclusion efforts, school environment, parent support, meal choices, and substance and student interactions. The majority of the families also noted that the information provided from the school was adequate, and they responded favorably to that communication. Over 90% of the families expressed or indicated that we made great efforts for inclusion. Nearly 86% of the families noted that we provide a positive learning environment and school culture, and 77% of the families expressed that we offered support systems to help them meet the diverse learning needs of their students.</p> <p>Areas of opportunity based on the parent survey were in our learning model, school fit, and family engagement which were well under the 50% of favorable responses. Regarding the learning model, parents responded less favorably to services traditionally provided in person. To clarify, 44% of the families noted that they preferred our current distance learning model. Based on the responses, it was evident that many of their parents chose their students to be on campus working with the teachers and building and establishing relationships with their peers. As a result of the current learning model, it was no surprise that parents expressed that their students did not feel a sense of belonging to the campus or that they had activities that matched their student's interests. They also said it the students did not feel the most comfortable asking for help under this current model, and they thought that we did need more support meeting the learning needs of their students. Finally, the results also revealed an area of opportunity in the area of parent engagement. Parents expressed that they do not participate in meetings related to decisions that affect their student's learning. They also said that they would like to work on communication between the school and the parent. It was evident that most parents do not feel we communicate most effectively and meet their needs.</p> <p>Student Data</p>

## Analysis of Qualitative Data

As we have implemented distance learning for the 2020-2021 school year, our students identify the following areas of strength:

- 82% of our students responded favorably in the domain of substances and student interactions
- 72% of our students noted favorable self-management
- 67% of the students indicated favorably that staff in the school sets rigorous expectations
- 63% of the students answered they felt positive feelings regarding schools and learning in general

Areas of opportunity noted from the student survey were as follows:

- 57% of the students know that they needed to work on their attendance
- 55% of the students responded favorably that there were T positive teacher-student relationships
- 51% noted that there was a positive school climate
- 47% of the students shared that they value school
- 37% of our students indicated a positive self-efficacy
- 36% of our students noted a sense of belonging
- 21% of our students reported positive learning opportunities

In all of these areas, it became evident that students have come to value in-person learning and appreciate their interactions between their teachers and their peers. In diving deeper into the questions, students expressed a desire to return to in-person learning and believe that this distance or time away from this school has impacted their self-management, motivation, and self-efficacy. As a staff, we will have to employ social and emotional learning opportunities as noted by some of the questions and practices, and strategies to help build student self-efficacy and increase intrinsic and extrinsic motivation.

### Staff Survey

During the time of distance learning, we have surveyed staff multiple times. As we began to prepare for reopening, one survey that has been helpful and identifying needs for our school return was our school reopening survey.

the data is as follows:

- 89% of staff members noted that they wanted daily communication in regards to school opening and policy procedures;
- 47% of the staff expressed that they were comfortable returning to school, and 48% of the team noted that they did have concerns about their physical health.
- Nearly 64% of the staff indicated that they were concerned about the physical health of those staying at home with them. Another concern was the worry that they would not have access to cleaning materials and resources to ensure a safe, orderly return. Moreover, as we began to return, we needed to focus on developing instructional practices that required concurrent teaching. The majority of our staff expressed that they were neither comfortable nor uncomfortable with concurrent teaching. Nearly 64% of the teachers shared that they were open to using the Polycom camera for instruction. The vast majority shared the professional developments delivered throughout the year provided them with the skills to meet the needs of the students as we return.

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

- Social-emotional learning



## Analysis of Qualitative Data

- Blended learning and hybrid models: rotation stations
- Planning time content specific
- Differentiation for special education students, English language learners

### Classroom Observations

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

Southridge Tech Middle School sees instructional feedback and peer-observation as an integral part of the professional development process. During the 2019-2020 school year, we conducted:

Number Instructional Observation/Evaluation

33 Informal observations using our Southridge tech Informal Instructional Coaching Tool

25 Formal observations/evaluation

6 New Staff Development Sessions

Curriculum Observations and Demonstrations

- 1-partnership visits—Microsoft and UCR Credential Program

After each visit, the team meets to provide instructional feedback centered on observed celebrations and next steps in future professional growth. The team always crafts an email to send to the teachers that highlight best practices and areas of opportunity. Teachers review this feedback during their professional learning communities and work collaboratively to see how they can improve as a team.

Furthermore, our primary source of data derives from our site instructional tools and District walkthrough forms. Teachers are utilizing various strategies and cognitive tasks for students to demonstrate proficiency and mastery of their content standards. Many of these cognitive tasks require students to write essays and construct responses, solve word problems and performance tasks, and take focused Note-taking and use their Interactive Notebooks.

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

Finally, during all practical walkthroughs, nearly 58% of the time, students worked on independent practice instead of the 28% receiving direct instruction or 22% receiving guided instruction. Most of the anecdotal feedback encouraged teachers to find ways to provide focused differentiated instruction to meet the diverse learning needs of student groups and develop learning experiences that effectively take students through more profound levels of the standard. There was a need to increase the depth of knowledge and rigor employed during cognitive tasks to ensure that they are better prepared for high-stakes tests that require them to answer questions that exceed essential questioning, Paraphrasing, or summarizing.

## Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Southridge Tech identifies students for services based on both state and local criteria. Our State ELA assessments indicated that all student groups improved with the exception our Filipino students; Notable improvements include the following student groups: White with an increase of 34.8-points, our African American students with an increase of 21.7-points and our SPED students with an increase of 16 points. There are notable disparities with some student groups such as Special Education and our African American students. To clarify, our SPED students have a 100.3-point deficit to meet the standard and our African American students have a 21.1-point deficit to meet grade level standards. Our English learners saw a noted -decline of 2.4 points and were a 94-point distance from standard met. Our Reclassified English Learners indicated an 11.7 DFS--which was an increase of 15.9 points and our English Only noted a -5.1 DFS, which was an increase of 5.3-points. Our State Math Assessments have noted areas of opportunity. Although our African American and English language learner student groups have widened the achievement gap in mathematics as measured by CAASPP test, our Special Education students essentially maintained their achievement in mathematics. All Student Group and Race/Ethnicity groups are considered low range in the 5-by-5. Moreover, there needs to be further exploration into strategies and programs to increase student achievement in mathematics, especially in supporting African American, English language learners, and special education students.

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

Moreover, we use our Reading and Math MAP assessments to guide instructional decisions. Once teachers administer the MAP assessments, teachers use the data to develop differentiated groupings for learning centers to meet specific needs in the classroom. Teachers develop rotation stations, small groups, or mini lessons where they provide targeted instruction to support academic growth and enrichment. Moreover, the data from these assessments provide feedback to help us identify where certain professional development and PLC focus are working.

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

- 1) enable teachers to teach students more effectively
- 2) would allow students to acquire academic and social competencies, achieve standards, become independent learners

## Standards, Assessment, and Accountability

for life

3) create a collaborative culture among all staff.

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

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

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

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

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

### Reading

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

### Math

Math Inventory (MI) Quantile Score:

- MI 200-450 Course A
  - o MI 451-650 Course B
- MAP Math RIT Score: Below 30th Percentile
- CAASPP: Not Met/Level 1
- Report Card Math Grade of D or F
- Teacher Recommendation

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

**Standards, Assessment, and Accountability**

	<p>Advancement Via Individual Determination- AVID is designed to increase the number of students who enroll and succeed in higher education and support post-secondary planning.</p> <p>Entrance Criteria:</p> <ul style="list-style-type: none"> <li>• Student Application/Interview</li> <li>• In the Academic Middle with Average GPA</li> <li>• Average Test Scores</li> <li>• College Potential with Support</li> <li>• Good Attendance</li> <li>• First Generation in Family to Attend College</li> </ul> <p>Advanced Math Grade 6—This course contains standards from both grades 6th and 7th. The additional content demands a faster pace for instruction and learning.</p> <p>Advanced Math Grade 7—This course contains standards from both grades 7th and 8th. The additional content demands a faster pace for instruction and learning.</p> <p>Entrance Criteria:</p> <ul style="list-style-type: none"> <li>• 6th Grade MAP Math RIT: &gt;80th Percentile of Spring RIT</li> <li>• 7th Grade MAP Math RIT: &gt;80th Percentile of Spring RIT</li> <li>• Above Average Math Grades</li> <li>• Teacher Recommendation</li> </ul> <p>Integrated Math 1 is to formalize and extended the mathematics that students learn in Advance Math 6 and Advance Math 7 working with concepts such as linear and exponential functions, using transformations to understand symmetry and congruence, solving system of equations and inequalities, and analyzing data.</p> <p>Entrance Criteria:</p> <ul style="list-style-type: none"> <li>• MAP Math RIT: &gt;80th Percentile of Spring RIT</li> <li>• Above Average Math Grades</li> <li>• Teacher Recommendation</li> </ul>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>ELD- Students who score in Level 1 on the ELPAC are enrolled in the ELD 1/2/3 courses. Students receive focused instruction in English to increase students’ reading, speaking, writing, and listening skills using our District approved curriculum. Students are monitored by the Site Administrator, EL Site Monitor, &amp; Classroom Teacher(s). Additional language support is also provided in SEI courses, which have small classes and a bilingual aide.</p> <p>Moreover, we offer ALD I and ALD II courses to our 6th-grade students who score in the 2h-3L range on the ELPAC and an ELD AVID elective to 7th and 8th-grade students. These classes provide instruction using our District Curriculum and instructional strategies for supporting language support and development via the AVID curriculum. Teachers develop routines where students practice each language domain weekly. Students receive focused instruction in English to increase students’ reading,</p>

**Standards, Assessment, and Accountability**

	<p>speaking, writing, and listening skills. Students are monitored by the Site Administrator, EL Site Monitor, &amp; Classroom Teacher(s).</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Southridge tech administration team, instructional leadership team, and School Site Council, and English language advisory committee discuss the school budget at every meeting scheduled throughout the year. Updates are frequently provided to ensure that all learning process members are aware of how the monies are being spent and any changes that occur throughout the year with student groups, programs, and an educational need.</p> <p>As in common practice in Fontana Unified School District, Southridge tech begins to gather data in the spring to start meeting with parent advisory committees to develop processes and goals for the fall. Once school begins for the following school year, the administration team begins to meet with all parent committees and leadership teams to develop and address students' various needs based on state achievement data, local matrixes. Other data points to make informed decisions to improve academic growth and achievement through professional development, educational programs, and learning opportunities, and other instructional resources to engage students.</p> <p>In the event, there is a need to amend a particular action outlined in the SPSA, the administration always seeks input from the stakeholders who served on the committees. Any proposed amendment is placed on the agenda for the subsequent meeting and then discussed with the group.</p> <p>Once there is a finalized school site plan, the committees continue to review the processes and monitor any purchases, programs, or services developed by the group. There are monthly updates, and feedback is provided to the administration, teachers, students, and community members. As noted earlier, if adjustments must be made, they are always provided and writing to each of the committees to vote and make any adjustments as approved by the group.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>As noted in the previous section, the same process is followed and working with funding that is allocated to support English language learners at Southridge tech. In the spring, as Southridge tech begins to receive scores from the ELPAC assessment and other local matrixes such as grades and MAPS data, the administration, ELD coordinator, and bilingual aids start to look at placement for the following school year of our English language learners. We also begin to identify needs that should be considered for the master schedule, course offerings, and other services to support our English language learners' academic and language development.</p> <p>In the fall, the administration meets with The English language advisory committee to review the year's budget and program goals. These goals are then broken down into various services that we provide for our English language learners, and we review our progress towards reaching the goal as outlined by our plan. If there are any changes in service for any reason, the administration always presents the information in writing and vote to ensure that all stakeholders are involved in the process.</p>

**Identified Needs based on Findings:**

## Standards, Assessment, and Accountability

- There is a need to increase parent education and engagement to build an effective partnership based on the Southridge tech 2019-2020 Parents Survey Report
- There is a need to provide access links to meetings for all parent committees so that anyone can attend a meeting
- There is a need to provide more student support time, especially during the time of distance learning as discussed at School Site Council Meetings and Southridge tech 2019-2020 Parents Survey Report
- There is a need to increase language proficiency in English and mathematics by providing professional development focused on reading and writing across the curriculum, especially for EL, SPED, African American students based on CAASPP and ELPAC data
- There is a need to provide teachers with additional hours to assess student learning and build common assessments to monitor student progress throughout the year

## Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The professional development at Southridge Tech occurred every other Wednesday during Designated MOU day. The instructional leadership team provided a survey that collected data based on a self-assessment of instructional needs and programs to support student learning. Moreover, additional opportunities for professional development took place outside of the traditional workday. These opportunities ranged from developing college and career skills via the program avid, focused notetaking, and increasing proficiency via mathematics and English. Some teachers have attended the following off-site training were:

- AVID 6 C's of Common Core
- AVID PATH to Schoolwide Training- Academic Language and Literacy
- AVID Path to Schoolwide Training- Student Success
- AVID Path to Schoolwide Training- Writing
- Implementing the MYP curriculum

Teachers are also invited to work in conjunction with district Teachers-on Special-Assignment and peer-driven development to refine teaching practices. Some of these opportunities include Discovery Techbook Implementation, Microsoft Office 365 Apps and Tools, and PLC lesson and curriculum planning.

Moreover, teachers also work together to identify areas of growth for each PLC. These areas are based on data from state exams and district and site common assessments to strategically provide more focused instruction for extended learning opportunities, intervention courses, and target groups. At the beginning of each school year, we use MAP assessments to provide us with baseline data for reading and math skills. We use this data to help us identify students for intervention coursework as well as identify potential expenditures for additional resources to support specific areas of need for teacher and student development. Moreover, teachers examine their data and determine what students need to know and which students need additional support; they then develop a plan to address these students' needs. Formative and summative assessments are used to evaluate student progress towards their educational goals.

### Staffing and Professional Development

<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>As we work to build capacity, we have four new teachers in which the administration, Beginning Teach Support and Assessment (BTSA), and college team members work closely to support them. We also have district TOA who support our campus. They meet with PLCs to research best practices, model strategies, and facilitate content-specific discussions. There are times our TOAs develop and promote professional developments and support educators who request assistance. The new teachers have visited a mentor’s classroom and other classrooms to observe different styles and techniques. Additionally, these teachers are participating in our district’s (BTSA) program.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Peer feedback is encouraged and practiced in all core courses. Walk-throughs by administrators help teachers assess the level of rigor being taught. All staff is encouraged to participate in Instructional Rounds (IR) to help develop their assessments and improve instruction. Through the implementation of IR, teachers observe their peers' practices and provide immediate non-evaluative feedback from a team of peers. The IR allows teachers, who are experts in their core content, to observe department practices, identify areas of strength and growth, and provide content-specific feedback for continuous development. Teachers are instructed to look at three core instruction areas: 1) best practices, 2) cognitive tasks, 3) learning targets. Teachers use this feedback to create and establish departmental norms and procedures, which ultimately increase their efficacy. The instructional rounds' feedback is emailed to all PLC members, district Teacher on Assignment (TOA), and administration. We have recently divided our students into smaller learning communities in which teachers can develop interdisciplinary lessons; our leadership team is developing a plan to help foster more multidisciplinary units of study and problem-based learning. The administration supports this practice by providing substitutes so that teachers can observe colleagues at their convenience.</p>

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• There is a need to provide professional development that focuses on literacy and language development across the curriculum during blended learning based on discussion at SSC, ELAC, and Teacher Professional Development Surveys</li> <li>• There is a need to provide teachers with additional hours to deconstruct, develop, and assess student learning and build common assessments/projects as determined at SSC and expressed on STSM Professional Development Surveys</li> </ul>	
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### Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <ul style="list-style-type: none"> <li>• ELA Grades 6-8 Study Sync</li> <li>• Mathematics Grades 6-8 Big Idea and Discovery Math Techbook</li> <li>• Science Grades 6-8 Prentice Hall and Discovery Science Techbook</li> <li>• Social Science Grades 6-8 TCI History Alive!</li> </ul>
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### Teaching and Learning

	<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 AVID, Math Techbook, 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>
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	Fontana Unified School District has adopted and purchased state-approved instructional materials in history, Science, Mathematics, and English. All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs. Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• There is a need to provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.</li> <li>• There is a need to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.</li> <li>• There is a need to continue to build the expertise of our instructional staff in creating learning targets and success criteria for Teacher Clarity.</li> </ul>	
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### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	<p>If students are not experiencing success in any class, teachers use various strategies, including adjusting or modifying assignments. Many teachers provide on-going individual and small group tutoring before school, at lunch and break, and after school.</p> <p>We provide additional learning support for students who may not be meeting grade-level standards. Some students are enrolled in AVID classes and/or support classes. Students enrolled in these classes are provided with additional practice or opportunities to engage with the curriculum. Some are scheduled in smaller class sizes, specifically in mathematics and language arts, for extra support that is more deliberate and intentional in meeting each claim domain within the content. All elective teachers also employ AVID strategies that help students learn how to: take notes, organized and planned, monitor,</p>
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**Opportunity and Equal Educational Access**

	<p>and check their grades. Students in need of extra support receive weekly intervention within the classroom and/or in intervention pull-out groups.</p> <p>Special Education Students receive instruction based on their Individual Educational Plan (IEP). 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.</p> <p>Gate students have access to additional learning opportunities outside of the traditional day and, in some cases, during the day. These opportunities range from computer coding to visual and performing arts expression.</p> <p>Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score. Programs such as ALD and AVID are used to engage students and provide leveled practice.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>There are notable disparities with specific student groups such as Special Education, EL Students, and our African American students regarding ELA.</p> <ul style="list-style-type: none"> <li>• SPED students have a 100.3-point deficit to meet the standard. The dashboard also revealed that they had maintained their absenteeism.</li> <li>• African American students have a 21.1-point deficit to meet grade-level standards.</li> <li>• EL students have a -98.5 DFS, a decline of 2.4 points, while our Reclassified English Learners noted an 11.7 DFS, which was an increase of 15.9 points</li> </ul> <p>There are notable disparities with specific student groups such as Special Education, EL Students, African American students, Low SES, and Hispanic students.</p> <ul style="list-style-type: none"> <li>• SPED students have a 150-point deficit to meet the standard</li> <li>• African American students have a 102.8-point deficit to meet grade-level standards</li> <li>• English learners saw a noted -149.4 DFS, which as a decline, and our Reclassified students noted a -54.4 DFS; also a decrease (6.9 points)</li> <li>• low SES students have a 71.1-point deficit to meet the standard</li> <li>• Hispanic students have a 70.8-point deficit to meet the standard</li> </ul> <p>Discussion of Causation</p> <p>SPED Student Causation: One possible cause might be a result of attendance; though the dashboard has noted that they maintained their status, the number of days absent is still relatively high. Additionally, over the past two years, we have been pushing for more inclusive practices. Therefore, some of the shifts in classroom instruction and classroom environment may be a factor.</p> <p>African American Student Causation: We need to develop reciprocal partnerships between families, children, teachers, and</p>

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schools. The achievement of all students is encouraged and supported at home and school. There are not many cultural events that celebrate African American culture, and there have not been cultural celebrations and recognition in the curriculum. Also, there is a need to select curricula and use teaching practices that are developmentally and culturally appropriate for working with African American Students.

English language learners Causation: We need to provide more focused vocabulary instruction that promotes high-frequency vocabulary learning via the content. Additionally, there is a need to develop concentrated lessons that build on EL strengths (receptive skills--listening and productive skills--speaking) and reinforce and develop their writing and reading skills. There is a need to create workshops to teach parents how to learn more about technology, programs, and curriculum.

Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

The following actions/services were effective in supporting ALL students and fully implemented:

- Offered a bridging academic skills and literacy summer bridge program by providing additional hourly time to develop lessons and planned differentiated instruction and instruct students outside of the traditional calendar year
- Refined our RTI framework that requires that students make up missing assignments to decrease Ds and Fs by providing additional hourly time to develop lessons that differentiate instruction and revise pacing guides to support remediation and support of student learning in Math and Language Arts; essentially, they were to work as a PLC.
- Differentiated instruction and provided blended learning through instructional technology and additional printing services.
- Offered enrichment opportunities in literacy and STEM-related fields by providing hourly time and purchasing instructional materials
- Providing tutoring and extended learning opportunities After School.

Moreover, these actions were determined effective as the number of D's and Fs decreased from semester to semester: It was determined that these expenditures were significant as we noted an increase in the number of students passing with a C or better from Semester 1 to Semester 2.

- The entire student population averaged an 82% pass rate of students earning a C or higher in comparison to an average score of 87% 2nd Semester, which is a 5% increase.
- Our ELD students averaged a 72% pass rate of students earning a C or higher in comparison to an average score of 79% 2nd Semester, which is a 7% increase.
- Our African American students averaged a 71% pass rate of students earning a C or higher in comparison to an average score of 77% 2nd Semester, which is a 6% increase.
- Our outstanding education students averaged a 74% pass rate of students earning a C or higher in comparison to an average score of 83% 2nd Semester, which is a 9% increase.

Regarding access to STEM-related coursework and curriculum, we provided opportunities during the instructional day for students to gain access to STEM-related activities through our technology classes. We contracted Engineering for Kids to deliver our coding curriculum to our 6th-grade students, and we provided access to interested students after school. We determined this expenditure to be substantially implemented as we had to cancel events due to COVID. Moreover, we had a

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competitive team that qualified for nationals who could not compete, and the last weeks of the stem curriculum could not be completed due to school closure.

The following actions/services were effective in supporting ALL students and substantially implemented; many of the actions were not fully completed as many purchases and events were canceled due to the school closure:

- Updated our reading selections for class and school library by purchasing novels and online text that are of literary merit and aligned with StudySync curriculum for differentiation and student interest. (canceled order)
- Recognized student academic achievement awards and incentives (canceled event)
- Initiated the implementation plan of our Avid Program by hiring five tutors, allocating hours for our site coordinator to develop reports and monitor program progress, train all members of the learning process in AVID methodologies
- Provided Professional Development, Enrichment, and Resources to support the professional growth of our teachers. This expenditure was determined substantially as many of the training scheduled after March 13, 2020, were canceled. Nonetheless, many teachers attended training centered on differentiation and reducing achievement gaps, Co-teaching and Collaborative Models, AVID Methodologies, and IB Implementation.

Regarding EL students, the following actions/services were effective in supporting EL students as measured by the ELPAC:

- Provide Certificated and Classified Additional Hourly to provide extended learning and opportunities for students to engage in language and vocabulary support
- Provide tutoring in both ELA and Mathematics to support reading and math fluency.
- Provide Tutoring and Extended Learning Opportunities After School

The following were actions we were able to implement as some actions were canceled due to COVID-19 partially:

- Provide Bilingual Blended Learning Opportunities using online platforms and programs

### Identified Needs based on Findings:

- There is a need to develop systems to decrease the number of absences for students with special needs, African American, and other student groups
- There is a need to develop reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and school
- There is a need to select curricula and use teaching practices that are engaging African American students to succeed academically.
- There is a need to develop lessons that build on EL strengths (receptive skills--listening and productive skills--speaking) and reinforce and develop their writing and reading skills.

## Parental Engagement

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

Southridge offers a wide range of support to students and their families. Administrators and counselors regularly meet with students and families for various reasons. Southridge provides various site, district, and community resources. At our site, we have health office staff, Special Education staff, School Psychologist, Community Aide, and an Outreach Liaison. These individuals are readily available and eager to find support within the district, if it is not accessible or available on campus. One major resource we have is our Community Liaison, who connects families with additional resources and helps families with attendance issues. We also support families by hosting a variety of parent education activities such as Family Math Night, AVID parent night, computer training, Coffee with the Principal, AAPAC, and ELAC parent workshops. The following actions/services were effective in supporting ALL students and minimally implemented; many of the actions were not fully completed as many purchases and events were cancelled due to the school closure:

- minimally provided additional hourly for staff members to provide and develop workshops & resources that supported learning at home (i.e. Microsoft teams, StudySync, Discovery, etc.) built literacy and mathematics fluency workshops.

For the 2019-2020 school year, we offered the following opportunities to engage parent and community members:

- 3--ELAC meetings and 2--were cancelled due to COVID)
- 7--School Council Meetings
- 1--Back to School Night
- 1--Technology Showcase
- 1-- Cultural Event Dia De Los Muertos
- 2--Student of the Month recognition
- 2--Music Showcases
- 6--Coffee with the Principals

Parents also shared that they were worried about students transitioning from elementary school to middle school. Traditionally, students who attended the Summer Bridge program have the opportunity to receive additional instruction in English Language Arts, mathematics, AVID strategies, and STEM related curriculum. Due to COVID-19, we were unable to host/facilitate campus tours or our Summer Bridge program. During our SSC and our ELAC, parents provided shared that they wished we had a program such as this for our students. They appreciated our WEB event which provided an opportunity to interact with peers and make friends, but they hope that we would be able to provide a transition program for the students the following year. Moreover, based on the feedback from parents who had students who attended this past year, this was a positive experience and they recommended that we continue this process for the following school year.

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

**Identified Needs based on Findings:**

### Parental Engagement

- There is a need to identify evidenced-based parent workshops that focus on supporting student learning during Distance Learning, building literacy, and mathematical competency
- There is a need to find ways to engage families during COVID-19 school closures.

### Funding

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

SupC General underperforming students

Southridge Tech used State and local funds to address academic, social and emotional, and college and career needs of our underperforming students. We provided incentives to recognize students who demonstrated improvement in academic achievement and provided additional learning opportunities to help students improve their grades and language development skills. During these extended learning opportunities, we provided tutoring for students and homework support. Our tutoring has become more focused on literacy skill building in both ELA and mathematics.

We also provided Engineering for Kids (E4K) for 6th grade students. However, due to the pandemic, our 3D Printing and other robotics opportunities in our research and technology lab for underperforming students were not available for in person learning. The E4K gives students access to STEM curriculum and it gives them real life application in Science, Technology, Engineering and Mathematics. Finally, we provided teachers with opportunities to participate in AVID training to help meet the needs of underperforming students.

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

Southridge Tech utilized federal Title I funding to address the achievement gaps in math and language arts by providing college tutors to support underperforming students in specialized programs and during core instruction. We also provided supplemental materials and resources to help teachers scaffold and differentiate concepts for their students.

Moreover, we funded Student Intervention Team coordinators who worked with certificated and classified staff members to analyze student and team data, monitor student progress, and provide insight to our Tier 1, Tier 2, and Tier 3 teams. The funding also helped us continue implementing our Advancement via Individual Determination (AVID). Finally, we provided additional opportunities for Professional Learning Communities to collaborate and plan differentiated lessons.

#### Identified Needs based on Findings:

- There is a need to continue to provide professional development that demonstrates how to support the needs of underperforming students during distance learning for our underperforming students.

### Funding

- There is a need to identify evidenced-based parent workshops that focus on supporting student learning during Distance Learning, building literacy, and mathematical competency for our underperforming students.

### Stakeholder Involvement

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

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

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

In February, AAPAC reviewed data for African American students. They recommended we establish a mentoring program for African American students and more vertical articulation with the feeder high schools.

In April, SSC, ELAC, and AAPAC determined which actions to continue, modify, and discontinue based on the progress monitoring and anticipated needs of students and parents. All parent groups shared that they appreciated the increase in communication with parents via email, parent letter providing important contact information to teachers and additional services to support their students during distance learning. They specifically were laudatory about the parent workshops which help them access curriculum-based material and provided them with skills to improve their parenting skills. Stakeholders agreed to continue with all current services.

In May, SSC approved the 2021-2022 SPSA.

#### Identified Needs based on Findings:

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

## Resource Inequities

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

Our District has worked diligently to ensure that resources regarding access to curriculum has not been an issue for our students. However, the following are identified inequalities that exist among Middle Schools in our district:

Administrator to student ratio:

- Academic--1/497
- College and Career--1/497
- Social and Emotional--1/497
- Discipline--1/995

Counselor ratio: 1/497

- Academic--1/497
- College and Career--1/497
- Social and Emotional--1/497

Bilingual Aide:

- Language Support 1/88

These are inequalities because the student to service ratio is extremely high which causes program facilitators, counselors, administrators and other supportive staff members higher than normal case-loads. Sometimes, due to the complexity of the situation (i.e. reports of self-harm, investigation, supervision, evaluations, training, etc., service providers are unable to meet the needs of students.

Areas of concern for the 2020-2021 school year are the result of the COVID-19 school closure:

- Special Education Services (i.e., OT, Speech, Specialized services)
- EL students Level 1-3L (i.e., language practice and integration)
- Social and Emotional well-being of all students

## SWP Requirements

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>As we begin to re-open for the upcoming 2021-2022 school year, we will take the following provisions to foster student learning and development:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for all students to engage in rigorous course work focused on reading and writing across the curriculum.</li> <li>• Schedule times for PLCs to meet with district TOAs and coordinators to support professional growth and subject knowledge.</li> <li>• Permit teachers time to practice the new strategies without visits from their peers or admin.</li> <li>• Engage in peer observations to observe various strategies that promote student engagement and professional growth.</li> <li>• Engage in scholarly and research-based readings that are specific to the selected areas of needs: Cultural relevancy, Reading and Writing across the curriculum; language development.</li> <li>• Engage in Targeted Learning Walks to identify evidence of implementation. They use this evidence to modify the course of the professional development and PLC content. PLCs will provide input on skills, strategies, and targets as it related to their PLC adapted calendar.</li> </ul>	<p>Reading and Writing Across the curriculum August-May</p> <p>PLC Meetings Weekly throughout the year</p> <p>Peer Observations October-May</p> <p>Targeted Learning Walks October - 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>	<p>Our goal is to ensure teachers build their capacity to differentiate content to maximize learning for all students. Embedded in our everyday practices, we create immersive and inclusive experiences in which all students: General Education, EL students, Special Education Students, and Gifted and Talented Education (GATE) students, receive quality instruction via technology to explicitly build college and career skills that will help our students succeed in high school and their future careers. Technology has enabled teachers to provide instant feedback to students, model cognitive tasks, annotate a passage, transition through a media—from any part of the classroom; and it has enabled us to differentiate our instruction to meet the diverse learning needs of our students by utilizing programs such as Immersive Reader, Microsoft Office 365 programs and other technologies.</p>	<p>1st Instruction Practices August-May</p>
<p>Address the needs of all children in the school, but particularly the</p>	<p>To support students at-risk of not meeting State academic standards, we will provide:</p>	<p>Differentiated Instructional Practices August - May</p>



<p>needs of those at risk of not meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• access to a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum.</li> <li>• Supportive supplemental curriculum such as iReady Reading and Math, ELD StudySync, Math Techbook to assist struggling learners in meeting the Common Core State Standards' expectations.</li> <li>• additional opportunities for enrichment and intervention after school and during lunch</li> <li>• access to guidance counselors, Climate &amp; Culture TOA, and Community Outreach Liaison for our most at-risk students</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)	-7.7	>= 7.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-68.9	>= -53.9
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.01	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.30	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	28%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Based on Teacher professional development surveys, teachers professional development focused on reading and writing across the curriculum.</li> <li>Based on CAASPP and ELPAC data, EL, SPED, and African American students need to develop their reading and writing skills across the curriculum.</li> <li>Parent surveys and parent committees indicate there is a need to provide student academic achievement awards to recognize improvement in ELA and math achievement.</li> <li>Parent committees, parent surveys, and student surveys indicate there is a need to continue offering programs that prepare our new students for the transition from elementary to middle school.</li> <li>CAASPP data shows students need more support developing their closed reading skills in both ELA and mathematics.</li> <li>CAASPP data indicates disparities with some student groups in both ELA and Math which indicate a need to provide professional development to improve 1st instruction and teaching practices of underperforming students</li> <li>Parent survey data, there is a need to identify evidenced-based parent workshops that focus on supporting student learning during re-opening transition, building literacy, and mathematical competency. This is also consistent from concerns expressed at parent committee meetings.</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
<p>1.1A Provide additional time for PLCs to focus on the 4 key questions to improve English literacy and Math proficiency:</p> <ul style="list-style-type: none"> <li>• What do students need to learn?</li> <li>• How will we know they have learned?</li> <li>• What will we do when they have already learned?</li> <li>• What will we do when they have not learned?</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Data printing</li> </ul>	<p>PLC Lesson Plans &amp; Reflection Debriefing Forms</p> <p>Common Formative Assessment Data</p>	All Students	<p>Administrators</p> <p>PLC/ILT Leaders</p> <p>Teachers</p>	\$25,000.00	\$2,000
<p>1.1B Provide student academic achievement awards to improve ELA and math achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Achievement awards: certificates, medals, pencils, and educationally related</li> <li>• Postage and delivery</li> </ul>	<p>Quarter Grade Awards</p> <p>Semester Grade Awards</p> <p>Promotion Awards</p>	All Students	Classified Staff	\$4,000.00	
<p>1.1C Provide a bridge program to support incoming students in literacy and mathematics to assist in transitioning from elementary to middle school.</p>	<p>Student and Parent Survey and Feedback Form</p>	In Coming Students 6th and 7th Grade	<p>Administrators</p> <p>Teachers</p>	\$10,000.00	\$2,000.00

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
Expenditures: <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Printing and Copying</li> </ul>	Attendance sheets Sign-in Sheets  Quarter and Semester grades of participating students		Counselor		
1.1D Deliver differentiated instruction and blended learning opportunities to increase students achievement in literacy and math.  Expenditures: <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly/ 1/6 Positions or Substitute Hourly</li> <li>• Instructional program software and licenses to support English literacy and math proficiency.</li> <li>• Supplemental resources both digital and print</li> <li>• Printing and Resource Textbooks</li> </ul>	I-Ready Lessons and Assessments  Classroom Visits  Weekly Lesson Plans	All students, but particularly:  African American  Special Education  GATE	Administrators  All Teachers  SPED Aides  College Tutors/Tutor Monitor/Bilingual Aide	\$21,794.00	\$11,076
1.1E Provide extended learning opportunities to increase language proficiency, Reading Writing, Listening, Speaking and Mathematics.  Expenditures: <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	Grade Distribution Reports  Attendance Sign-in Sheets  Student Work Portfolios	African American  Special Education  Low SES  Female Students	Administrators  Teachers  Enrollment Clerk	\$12,324.00	

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>1.1F Provide Professional Development to improve 1st instruction and teaching practices for all students.</p> <p>Professional Development Topics include:</p> <ul style="list-style-type: none"> <li>• Blended and Online Learning Practices reading and math</li> <li>• Differentiation and Intervention for underperforming students</li> <li>• Co-teaching and Collaborative Models for underperforming students</li> <li>• AVID Site Conference and AVID Summer Institute</li> <li>• STEM and Technology Training</li> <li>• Peer Observation</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Travel and conference fees</li> <li>• PD resources both digital and print</li> </ul>	<p>PD Debrief Presentation</p> <p>PD Minutes</p> <p>Lesson Plans</p>	Teachers supporting all student groups	<p>Administrators</p> <p>ILT Leaders</p> <p>PLC Chairs</p> <p>Leadership Team</p> <p>TOAs</p>	\$20,000.00	
<p>1.1G Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> </ul>	<p>Event Registration</p> <p>Website/Social media Analytics</p> <p>Event Surveys</p>	All Student	<p>Admin</p> <p>Community Outreach Liaison</p> <p>Community Aide</p>	\$5,000.00	

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>Attend parent and community trainings</li> <li>Travel and conference fees</li> <li>Consultant Fees</li> <li>Activity kits and resources</li> <li>Copies and Printing</li> </ul>					
1.1H increase academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide.	PSAT Grade Distribution AVID Tutorials	Economically disadvantaged Minority Students Middle Range Students	AVID Coordinator Counselor AVID Site Team		\$2,000
<b>Total Estimated Cost for This Goal:</b>				98,118	35,076

## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in English Language and mathematics proficiency using reading comprehension strategies across the curriculum.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-30.4	>= -15.4
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-90.9	>= -75.9
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.27	>= 0

<b>Identified Need(s):</b>	<p>Based on MAP Reading, CAASPP, and ELPAC, our English language learners need development in their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> <li>• provide additional practice academic vocabulary and language acquisition across the curriculum.</li> <li>• provide additional support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening) via reading strategies as these are the domains of greatest need.</li> <li>• provide additional language support in designated and integrated ELD courses when a bilingual aide is not scheduled.</li> <li>• improve instruction for EL students in designated and integrated ELD courses as our EL students have demonstrated minimal growth.</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
Goal 1a.1 Provide additional language support for EL students to practice academic vocabulary and language acquisition via the	Time Sheets	ELs at the emerging level (SEI)	Teachers and Bilingual Aides College Tutors	\$5,000.00	4,700

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>content.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Classroom Visits and Debriefing Forms</p> <p>Lesson Plans: Week Overview</p>				
<p>Goal 1a.2. Provide additional time for teachers to develop lesson plans using evidenced based reading strategies across the curriculum to support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening).</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Time Sheets</p> <p>Lesson Plans: Week Overview</p> <p>Student Work</p>	ELs at ELPI level 1-4	Teachers Bilingual Aides College Tutors	\$3,000.00	
<p>Goal 1a.3. Provide additional language support in designated and integrated ELD courses to help EL students comprehend key concepts in classes.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Lesson Plans: Week Overview</p> <p>Time Sheets</p> <p>Student Attendance Sheets</p>	ELs at the emerging level (ELPI level 1-3L)	Teachers Bilingual Aides College Tutors	\$2,000.00	
<p>Goal 1a.4. Provide professional development on research-based reading comprehension</p>	Lesson Plans: Week Overview	ELs at the emerging level (ELPI level 1-4)	Teachers TOAs	\$1,000.00	



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
strategies to improve instruction for EL students in designated and integrated ELD courses.  Expenditures: <ul style="list-style-type: none"> <li>• Travel accommodations</li> <li>• Certificated and Classified Hourly</li> <li>• Registration fees to attend training and workshops</li> </ul>	Teacher Surveys  Classroom Visits		principal		
<b>Total Estimated Cost for This Goal:</b>				11,000	4,700

## Planned Improvements in Student Performance

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

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

<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. Based on ELPAC, MAP Reading, and CAASPP, our English language learners need development in their reading and writing skills. We will use their stronger productive language skills (speaking) and their stronger receptive skill (listening) to build their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> <li>develop more opportunities for students to practice productive and receptive language development outside of the traditional school schedule.</li> <li>develop additional opportunities for EL students to employ academic productive language skills across the curriculum.</li> <li>provide additional time to develop lessons that build students' productive and receptive language development.</li> <li>support parents in learning more about the ELPAC and domains of literacy: Reading, Writing, Listening, Speaking</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
Goal 1b.1. Provide opportunities for EL students to practice their receptive and productive language outside of the traditional day to improve their reading and writing skills.  Expenditures: <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> </ul>	Sign-in Sheets  Time Sheets  Pre-Assessment and Post Assessment	ELs at the emerging and expanding level (ELPI level 1-3L)	Teachers and administrators	\$4,000.00	

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>Supplemental resources both digital and print</li> </ul>					
<p>Goal 1b.2. Provide additional time for teachers to develop differentiated lessons that allow students to use their productive language via writing and speaking using sentence starters and graphic organizers.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> <li>Supplemental resources both digital and print</li> </ul>	<p>Lesson Plans: Week Overviews</p> <p>MAP Reading Assessment</p> <p>ELPAC Pre and Post Test</p>	English Learners ELPAC Level 1-4	Teachers and administrators	3,000.00	
<p>Goal 1b.3. Provide opportunities for teachers to attend and engage in professional development to learn how to develop lessons that build students' productive and receptive language development.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> <li>Supplemental resources both digital and print</li> <li>Registration fees to attend trainings and workshops to increase teacher efficacy and effectiveness</li> <li>Travel and accommodations</li> <li>Translation services</li> </ul>	<p>Lesson Plans: Week Overviews</p> <p>Teacher Surveys</p> <p>Classroom visits</p>	Teachers instructions English Learners ELPI Level 1-4	Teachers Administrators EL TOA	\$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>Goal 1b.4. Provide opportunities for parents to learn more about the ELD program and ELPAC and domains of literacy: Reading, Writing, Listening, Speaking to support their students at home.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Registration fees to attend trainings and workshops to learn more about the ELD program</li> <li>• Travel and accommodations</li> <li>• Translation services</li> </ul>	<p>Sign-in Sheets</p> <p>Parent Surveys</p> <p>Lessons/Workshops</p> <p>Debriefing Form</p>	<p>English Learners</p> <p>parents ELPAC Levels 1-4</p>	<p>EL TOA</p> <p>Bilingual Aides</p> <p>Teachers</p> <p>Classified Office Staff</p>	<p>\$2,000.00</p>	
<b>Total Estimated Cost for This Goal:</b>				9,500	

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>New Action: Goal 1H Academic College and Career Counselor--Provide additional academic guidance and College and Career opportunities for underperforming students to increase student engagement.</p> <ul style="list-style-type: none"> <li>• Certificated Salary and Benefits</li> </ul>	Grade Level	\$110,000.00	Administration
<p>New Action: Goal 1I Bilingual Tutor Monitor---Provide additional Language Support for English Language Learners to improve effective designated ELD instruction</p> <ul style="list-style-type: none"> <li>• Classified Salary and Benefits</li> </ul>	SEI and ELD Students	\$38,800.00	Administration

**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.	\$66,529
X	<b>Title I, Part A: Carryover</b>	\$52,089
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).	\$2,969
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)	\$39,776
	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		158,394
<b>Total amount of state funds spent (SUPC)</b>		39,776
<b>Total amount of federal funds spent (Title I)</b>		118,618
<b>Total amount of state and federal funds spent</b>		158,394
<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. Roy Rogers	Principal	Not-Applicable	Not-Applicable	1
Danielle Keebler	Classroom Teacher	1 years	August 2021	1
Stacie O'Neil	Vice Chairperson	1 years	August 2021	1
Pamela Matea	Classroom Teacher	1 years	August 2021	1
Kimberly Brito	Classroom Teacher	1 years	August 2021	1
Robert Brock	Chairperson	1 years	August 2021	1
Sandi Canales	Parent/Community Member	2 years	August 2022	1
Teresita Larios-Ortega	Parent/Community Member	2 years	August 2022	1
Ruben Lomeli	Parent/Community Member	2 years	August 2022	1
Janine Betcher	Student Member	2 years	August 2021	1
Kayla Gonzales	Student Member	2 years	August 2021	1
Jennifer Ortiz	Student Member	2 years	August 2021	1

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: **05/13/21**

Attested:

Roy Lee Rogers Jr.  
 Typed name of School Principal

  
 Signature of School Principal

5/13/2021  
 Date

Robert R. Brock  
 Typed name of SSC Chairperson

  
 Electronic Signature of SSC Chairperson

5/13/21  
 Date