

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

SPSA Year:

X2021-22

School Name and School Code	Harry S. Truman Middle School 36 67710 6113351		SSC Approval Date: May 12, 2021
School Address	16224 Mallory Drive, Fontana, CA 92335		Local Governing Board Approval Date: Presented to the Board on 6/2/2021  Original
Name of Principal	Kim M. Hall, Ph. D.	Phone # and Email	909-357-5190, Kim.Hall@fusd.net
Name of SSC Chairperson	Cristal Alejandra Gonzalez	Phone # and Email	909-357-5190, 6034548@students.fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

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

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

### SCHOOL AND COMMUNITY PROFILE

Truman Middle School (TMS) is located in Fontana and serves approximately 1,040 students in grades six through eight. A vast majority of the students are of Hispanic descent (92%) followed by White (3.4%), African-American (3.4%) and Asians (1%). A little over 35% of TMS students are English Learners (EL). Of this population 41.7% are making progress toward English language proficiency based on results from the ELPAC. Regarding their language proficiency level, nearly 11% are identified as well developed 43.3% are moderately developed, 29.6% are somewhat developed, and 16% are at the beginning stage. Nearly 24% of TMS students are Reclassified Fluent English Proficient (RFEP). Additionally, nearly 3% of TMS students participate in the Gifted and Talented Education (GATE) program and nearly 14% are identified as Special Education. All of Truman’s students receive free lunch thus qualifying the school for Title I funding to improve student learning and instructional practices. Less than one percent of Truman students are identified as Foster Youth.

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

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

### SPSA HIGHLIGHTS

(bullet points)

- Harry S. Truman Middle School was recognized by the California PBIS Coalition for outstanding contribution of support and care during the unprecedented COVID-19 pandemic and resulting disruptions to school.
- TMS is working toward an AVID Schoolwide recognition.
- We offer French and Spanish world language classes.
- This year, we will continue focusing on improving mathematics achievement for all students and narrowing the achievement gap of our English learners and African American students in mathematics.

### INCREASED OR IMPROVED SERVICES

(bullet points)

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

## SCHOOL BACKGROUND

### MOONSHOT

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

Nearly one-third of TMS students are identified as English language learners. In the past two years, only 21 students were reclassified as fluent English proficient. Data from the 2021 - 2022 school year enrollment show that 40 students are currently at the well developed level and are expected to be at the RFEP level. We will target these 40 students to ensure they reclassify before leaving middle school.

## School and Student Performance Data

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

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

### Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,100</b>	<b>96.6</b>	<b>33.1</b>	<b>0.4</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	364	33.1
Foster Youth	4	0.4
Homeless	13	1.2
Socioeconomically Disadvantaged	1,063	96.6
Students with Disabilities	155	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	3.0
American Indian	1	0.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	9	0.8
Hispanic	1,003	91.2
Two or More Races	6	0.5
Pacific Islander	3	0.3
White	45	4.1

**These data points indicate:**

1. Nearly all of our student population is socio-economically disadvantaged and nearly 1/3 are English Learners.
2. The Hispanic student group is significantly larger than the combined total of the other student groups (African American, American Indian, Asian, Filipino, Hispanic, Two or More Races, Pacific Islander, and White).

## School and Student Performance Data

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

### Overall Performance

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

##### Academic Performance

###### English Language Arts



Yellow

###### Mathematics



Red

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Green

**These data points indicate:**

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

## School and Student Performance Data

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

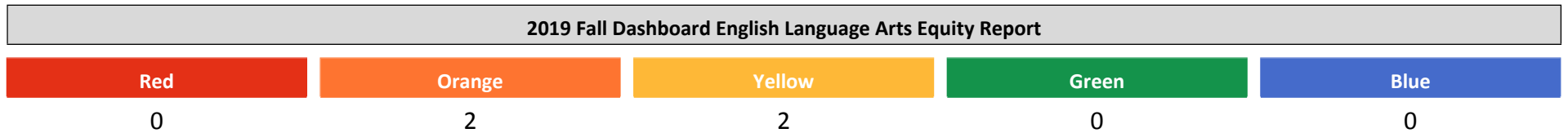
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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









This section provides number of student groups in each color.











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



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

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

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

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

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

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

**These data points indicate:**

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

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

## School and Student Performance Data

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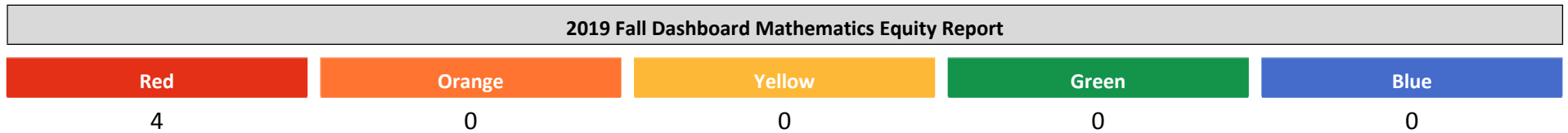
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

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




This section provides number of student groups in each color.



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

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

**All Students**


  
 Red

107.3 points below standard

Maintained -1.4 points

1104

**English Learners**


  
 Red

133.4 points below standard

Declined -12.4 points

567


**Foster Youth**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10


**Homeless**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

8

**Socioeconomically Disadvantaged**


  
 Red

108.6 points below standard

Maintained -1.1 points

1052

**Students with Disabilities**









  
 Red

172.1 points below standard

Maintained -0.3 points

150

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

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

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

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

Current English Learner	Reclassified English Learners	English Only
177 points below standard Maintained -2.7 points 301	84 points below standard Maintained -0.1 points 266	102.3 points below standard Increased ++7.3 points 347

**These data points indicate:**

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

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

## School and Student Performance Data

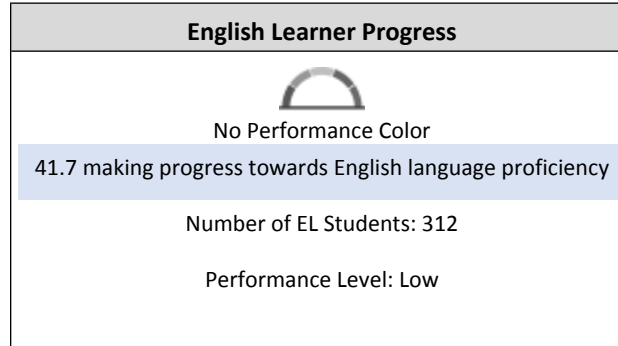
The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing,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

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

### Academic Performance English Learner Progress

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

#### 2019 Fall Dashboard English Learner Progress Indicator



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

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.7	34.6	3.8	37.8

#### These data points indicate:

1. More than 50% of our English Learners are not making progress in English language acquisition.



## School and Student Performance Data

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

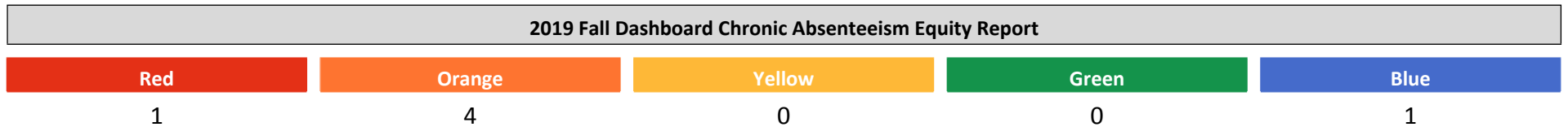
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

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

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

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

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

**These data points indicate:**

1. The African American and Students with Disabilities student groups have a chronic absenteeism rate that is higher than the other student groups. Their increase from the prior year is also higher than the other student groups.

## School and Student Performance Data

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

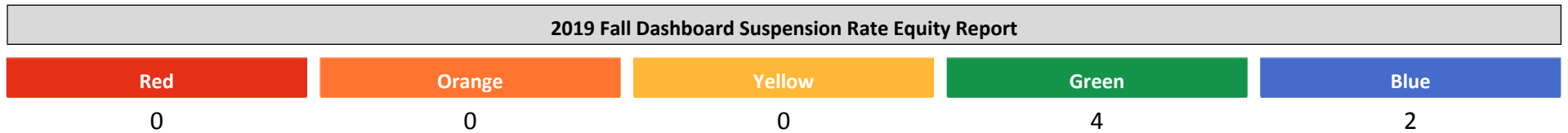
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.











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

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

All Students	English Learners	Foster Youth
 Green 1.2 Declined -1 1250	 Green 1.1 Declined -0.6 355	 No Performance Color 0 Declined -10.5 18
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5.6 Increased +2.6 18	 Green 1.2 Declined -0.9 1165	 Blue 0 Declined Significantly -3.1 166

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

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

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.2	1.2

**These data points indicate:**

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

## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.29
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)	-0.34
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

Truman students did not meet the goal outcome of scoring greater than or equal to zero on the Conditional Growth Index; however, the scores were very close to zero. The CGI was closer to zero in Reading than in Math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.40
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.25
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

Truman English Learners did not meet the goal outcome of scoring greater than or equal to zero on the Conditional Growth Index. In addition, in Reading, their scores are further from zero than the All Students group. In Mathematics, their scores are closer to zero than the All Students group.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 13.66% Level 3: 39.13% Level 2: 34.47% Level 1: 12.73%
2018-2019 ELPAC Listening Domain: % by Performance Level	11.18% - Well Developed 60.87% - Somewhat/Moderately Developed 27.95% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	57.45% - Well Developed 37.27% - Somewhat/Moderately Developed 5.28% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	8.39% - Well Developed 35.71% - Somewhat/Moderately Developed 55.90% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	9.01% - Well Developed 77.95% - Somewhat/Moderately Developed 13.04% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

The majority of our English learners are at levels two and three on ELPAC. While developing in all four domains is critical, we will focus on the productive language, meaning we will put emphasis on speaking and writing.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	14%



Parent/Family Engagement	
Site Specific Measures: PBIS School Climate Survey - Families	72 respondents
Site Specific Measures:	

**These data points indicate:**

We did not meet the goal of 25% of Truman parents completing the Panorama Parent/Family Climate Survey.

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

**These data points indicate:**

NA

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

**These data points indicate:**

## ELD Evaluation

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

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

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

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

Designated ELD had not been implemented effectively. Thirty-nine students had a break in their EL services. Since these 39 students had a test score higher than other ELs, and due to limited course offerings/sections of ELD, they were placed in an elective class other than ELD, such as AVID, math acceleration, Integrated Coding and Computing, etc. Although their reading and math needs were being addressed in the intervention classes, their designated ELD needs were not.

Even though 82% of our English learners were placed appropriately in designated ELD classes, 23.7% of them decreased at least one ELPI level on the ELPAC. During a data analysis session with ELAC, we determined that EL students need additional tutoring beyond the school day and computer literacy skills. Also, 100% of English learners need to be placed in a designated ELD class.

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

- We plan to provide computer literacy skills that is above and beyond the required CIPA digital citizenship lessons to all ELs. This should address technology barriers.
- We plan to hire more tutors and will make one of the desired qualifications be that they are bilingual. The tutors will address the students' academic and linguistic needs.
- We plan to reach out to parents of ELs to get their support in insisting that their children attend tutoring sessions.
- We will drop some non-intervention elective classes (such as newspaper, photography, and yearbook) and replace those classes with ELD/ALD elective classes to ensure that we have enough sections for all English learners.

- The EL TOA will provide strategies or routines that support the students' language development or access to the content (Integrated ELD) and other PD for teachers.
- Teachers will implement their PLC plan that identifies specific strategies to use with English learners during first instruction. Some of the items on the plan include:

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

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

2. Narrative Writing -

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

3. Informative/Explanatory Writing -

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

4. Argumentative Writing -

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

5. Technology -

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

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

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

## Comprehensive Needs Assessment

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

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

### Data Analysis

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

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>We are using surveys from Panorama, PBIS, and School-Created surveys.</p> <p>The Panorama student surveys provides us with information so that we can take action on addressing chronic absenteeism, behavior, social &amp; emotional learning, and improving academics.</p> <p>The PBIS surveys focus on school climate.</p> <p>The School-Created surveys were developed by the school counselors to address academic, social, and emotional concerns.</p> <p>Panorama Family Climate Survey Report:</p> <ul style="list-style-type: none"> <li>• There were 132 respondents.</li> <li>• Our greatest strength is in the area of school environment.</li> <li>• The two questions in which 92% of the parents responded favorably are:               <ol style="list-style-type: none"> <li>1. How much do you agree or disagree with the following statement: This school encourages students to care about one another.</li> <li>2. How much do you agree or disagree with the following statement: My child's school environment is clean and in good condition.                   <ul style="list-style-type: none"> <li>• There was an 89% favorable response for the statement: This school believes in every students' ability to excel academically.</li> <li>• Less than half (45%) responded favorably to the question, "How confident are you in your ability to support your child's education during distance learning?" There was a one-point drop from when the question was asked in the Fall 2020 survey.</li> </ul> </li> </ol> </li> </ul>

## Analysis of Qualitative Data

- Since the Fall 2020 survey, we had a six-point drop in the Family-School Communication category. A reason for this drop could be that we have had a vacancy in the Outreach School Liaison position since early December 2020.
- Since the Fall 2020 survey, we had a nine-point drop in the Learning Model category. This may be due to Distance Learning. Parents and students have communicated that they do not like Distance Learning.

### Panorama Student Climate Survey Report:

- There were 190 respondents.
- There was a 6-point increase (now 77%) since the Fall 2020 survey connected to the following question: During the past 30 days, how often did you allow others to speak without interruption?
- There was an 8-point drop (now 74%) since the Fall 2020 survey connected to the following question: During the past 30 days, how often did you come to class prepared?

### PBIS Families School Climate Survey Report:

- There were 72 respondents. They responded to statements using a score of 1 (highly disagree) to 4 (strongly agree). The mean scores for various statements are below.
- Teaching and Learning category - score = 3.31. A sample statement: Teachers at my child's school work hard to make sure that students do well.
- School Safety category - score = 3.34. A sample statement: School rules are consistently enforced.
- Interpersonal Relationships category - score = 3.26. A sample statement: I feel welcome at my child's school.
- Institutional Environment - score = 3.39. A sample statement: My child's textbooks are up-to-date and in good condition.
- Parental Involvement - score = 2.82. A sample statement: I attend parent/teacher conferences at my child's school.

### PBIS Student Climate Survey Report:

- There were 587 respondents which is 56% of our student population. They responded to statements using a score of 1 (highly disagree) to 4 (strongly agree). The mean scores for various statements are below.
- At school, I am treated with respect. score = 3.55
- I have an adult at school who cares about my success. score = 3.15
- I feel like I do well in school. score = 2.84
- I like school. score = 2.84

### PBIS Staff Climate Survey Report:

- There were 64 respondents. They responded to statements using a score of 1 (highly disagree) to 4 (strongly agree). The mean scores for various statements are below.
- Staff Connectedness category - score = 3.38. A sample statement: I get along well with other staff members at my school.

**Analysis of Qualitative Data**

- Structure for Learning category - score = 3.35. A sample statement: Teachers at my school work hard to make sure that students do well.
- School Safety category - score = 3.46. A sample statement: I feel safe when entering and leaving my school building.
- Physical Environment category - score = 3.43. A sample statement: My school building is well maintained.
- Peer Adult Relations category - score = 2.95. A sample statement: Students at my school show respect to other students regardless of their academic ability.
- Parental Involvement category - score = 3.21. A sample statement: Parents at my school attend parent/teacher conferences.

School-Created Student Surveys:

- Student Wellness (Anxiety) 431 students responded to the pre-test, and 315 students responded to the post-test.
  - I know how to identify my emotions.
- o pre-test: 92% agree; 8% disagree post-test: 95% agree; 5% disagree
- Caring for myself is important
- o pre-test: 97% agree; 3% disagree post-test: 97% agree; 3% disagree

School-Created Student Survey Regarding Identifying Opportunities:

- 261 students responded
- The responses indicate that 72% knew the meaning of the term coping skills and 64% correctly identified examples of coping skills.

These results indicate how much parents, teachers, and students value the importance of in-person school.

**Classroom Observations**

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

The two administrators visited classrooms a few times each week. With 48 teachers, the goal was to visit each teacher once a week. However, due to Distance Learning, other issues arose that prevented us from meeting the goal. The two administrators used a Classroom Visit tool to document the observations and send feedback to teachers.

The administrators looked for evidence of the following strategies in teachers' instruction: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The administrators also documented the displaying of the Learning Target and Success Criteria.

WICOR strategies were observed 46% of the time, with writing being observed the most often.

Curriculum:

Learning Target and Success Criteria (LT & SC) posted and/or discussed in student-friendly language: 77%  
LT & SC not posted: 23%

## Analysis of Qualitative Data

These findings indicate that teachers continue to need additional time for collaboration and planning as well as professional development.

## Analysis of Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

ELPAC data show that more than 50% of our English Learners are not making progress in English language acquisition. Nearly one-third of our English learners scored in the low level in the literary text section of the MAP assessment. In mathematics, students need support in the areas of complex number systems and algebraic thinking based on the MAP assessment.

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

Data is analyzed regularly by the following groups: School Site Council (SSC), English Learner Advisory Committee (ELAC), Professional Learning Communities (PLC), and Positive Behavioral Interventions and Supports (PBIS). Students also analyze their own data during goal-setting chats with counselors and teachers. As student needs are identified, the teams determine the best actions and services to ensure student needs are addressed. The SSC reviews the school budget and prioritizes the funds to ensure that the students who are most at risk (foster youth, English learners, and students with disabilities) will receive the necessary services to improve academic achievement.



### Standards, Assessment, and Accountability

risk of not meeting state academic content standards.	
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	Data is analyzed regularly by the following groups: School Site Council (SSC), English Learner Advisory Committee (ELAC), Professional Learning Communities (PLC), and Positive Behavioral Interventions and Supports (PBIS). Students also analyze their own data during goal-setting chats with counselors and teachers. As student needs are identified, the teams determine the best actions and services to ensure student needs are addressed. The SSC reviews the school budget and prioritizes the funds to ensure that the English learners will receive the necessary services to improve academic achievement. The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students. The EL Monitor communicates with the teachers of the current English learners and the reclassified fluent English proficient (RFEP) students to discuss strategies to ensure the students will be successful. The EL Monitor also checks in with students and their parents to offer tips and reminders. Students are also encouraged to attend after school tutoring.
<b>Identified Needs based on Findings:</b>	
Based on MAP data:	
<ul style="list-style-type: none"> <li>• Students need additional support in examining key ideas and details when reading informational text.</li> <li>• Student need additional support in complex number systems and algebraic thinking.</li> </ul>	

### Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Teachers participate in training to ensure they are thoroughly prepared to deliver the instruction in their content area. Since teachers needed to teach online due to the COVID-19 pandemic, all teachers received asynchronous training on the use of the Microsoft Teams platform. They also had opportunities to learn to use the Nearpod, Flipgrid, and Whiteboard platforms.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	At least once a month, FUSD teachers on assignment (TOA) provide guidance and assistance to teachers during PLC meetings. They assist teachers with analyzing data from common formative assessments and identify strategies to support students who were not successful.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers and administrators meet as PLCs to collaborate, analyze data, and determine strategies to support students. There are 11 teams: <ol style="list-style-type: none"> <li>1. 6th-grade English language arts (ELA) and social studies (SS)</li> <li>2. 6th-grade mathematics (Mth) and science (Sci)</li> <li>3. 7th- and 8th-grade ELA</li> <li>4. 7th- and 8th-grade SS</li> <li>5. 7th- and 8th-grade Mth</li> </ol>

### Staffing and Professional Development

- 6. 7th- and 8th-grade Sci
- 7. Special Education Resource Team (SERT)
- 8. Physical Education
- 9. Advancement Via Individual Determination (AVID)
- 10. Positive Behavioral Interventions and Supports (PBIS)
- 11. Instructional Leadership Team (ILT)

**Identified Needs based on Findings:**

Based on discussions from PLC team meetings, teacher need:

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

### Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at all grade levels (6 - 8) use the California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science: English (Study Sync), Mathematics (Big Ideas and Discovery Math Techbook), Science (Prentice Hall and Discovery Science Techbook), and Social Science (TCI History Alive!).

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, Math 180 and C-STEM). The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.

### Teaching and Learning

We purchased a subscription to a software program that offers short animated movies for students with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.

#### Identified Needs based on Findings:

Based on discussions from PLC team meetings:

Students need

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

Teachers need

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

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Goal-setting chats with students  
 Extended learning opportunities such as after school tutoring and field trips  
 AVID strategies such as focused note taking, collaborative study groups, and WICOR  
 Bilingual Aides, Instructional Aides, and Tutor/Monitor  
 Student Study Team  
 PBIS  
 EL Monitor and CLAD-certified instructors

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

Students with disabilities scored 136 points below standard on the most recent ELA SBAC test and 172.1 points below standard in SBAC mathematics. This may be due to their poor attendance as they are in the lowest level on the California Dashboard for chronic absenteeism.

Per the 2019 Fall Dashboard's English learner progress indicator, more than 58% of English learners are not making progress toward English language proficiency. This student group is in the second-to-lowest level on the California Dashboard for chronic absenteeism.

### Opportunity and Equal Educational Access

	During IEP meetings, parent-teacher conferences, and PLC meetings, the root cause (chronic absenteeism) of the disparities are discussed and intervention strategies are planned.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	The needs of all students were not met by the SPSA Actions/Services implemented. More than 58% of our English learners are not making progress toward English language proficiency. The English Learner and African American student groups declined in their math performance on the state assessment, which widened the achievement gap. Our chronic absenteeism rate increased slightly in all student groups.
<p><b>Identified Needs based on Findings:</b></p> <p>Based on discussions from PLC team meetings:</p> <ul style="list-style-type: none"> <li>• Students with disabilities and EL students need additional tutoring beyond the school day and computer literacy skills.</li> <li>• Students need access to counselors and therapists to address social and emotional concerns.</li> </ul>	

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.	<p>During ELAC meetings, the principal teaches parents how to read and understand results from students' MAP assessments. She shares the MAP to ACT chart and offers ways that parents can support their children at home to ensure academic improvement.</p> <p>We taught 94.3% of our parents to set up and use Q Parent Connect so that they could be aware of their children's attendance, behavior, and academics.</p>
<p><b>Identified Needs based on Findings:</b></p> <p>Based on observations and discussions with the community aide and the outreach liaison:</p> <ul style="list-style-type: none"> <li>• Spanish-speaking parents need interpretation services.</li> <li>• We need assistance in getting parents to participate in the seminars that we offer. We offer the sessions in English and in Spanish, and during the school day and in the evening, but our attendance is low.</li> </ul>	

### Funding

Services provided by state and local funds that enable underperforming students to meet standards.	Supplemental and Concentration Funds (SUPC). These funds are based on enrollment of students who are identified as high needs (foster youth, English, learners, and students who are lower socioeconomically advantaged, low income). The College Tutor positions are split funded from Title I and SUPC. They support students in mathematics during the school day and after school. They also support students during tutorial sessions.
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### Funding

	Professional Development (Conferences and trainings) was provided by the district to support effective instruction and practices during distance learning. Staff use the knowledge and skills they learn from these trainings (such as instructional strategies and content knowledge) to support underperforming students in meeting standards.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	The Tutor/Monitor position is funded 100% from Title I. She supports students with special needs when students are in their science and social studies classes. She also supports students during tutorial sessions. The College Tutor positions are split funded from Title I and SUPC. They support students in mathematics during the school day and after school. They also support students during tutorial sessions. Professional Development (Conferences and trainings) was provided by the district to support effective instruction and practices during distance learning. Staff use the knowledge and skills they learn from these trainings to support underperforming students in meeting standards.

#### Identified Needs based on Findings:

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

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

### Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	<p>In February and March, the school site council performed progress monitoring on the SPSA actions and services. Ninety percent of all actions and services had been implemented at varying degrees of implementation. Small-group instruction and PLC collaboration time were fully implemented. The STEAM field trip/extended learning opportunity was not implemented because the field trip is two hours and due to the anticipated state testing schedule, only 50-minute instructional blocks were available.</p> <p>In April, the ELAC performed progress monitoring on the SPSA actions and services and conducted a needs assessment. The ELAC members appreciated hearing a report on the progress of the actions and services. They understood the reasons for the actions that had no progress.</p> <p>In April, the school site council and ELAC decided on which actions and services to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. We also created a couple of new actions that will be paid for with SUPC funds.</p> <p>In May, the school site council approved the 2021-2022 SPSA.</p>
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### Stakeholder Involvement

#### Identified Needs based on Findings:

Continue the current process, which is working. Due to virtual meetings, some stakeholders miss all or portions of the meetings due to connectivity issues. Therefore, there is a need for all stakeholders to have access to reliable Wi-Fi. As soon as it is safe to do so, we need to hold in-person meetings.

### Resource Inequities

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

**Bilingual Aides** - Having a bilingual aide in every structured English immersion (SEI) class would be a positive benefit for English learners. Unfortunately, having only two bilingual aides prevents this from occurring. There are some periods in the master schedule in which there are three SEI classes, but only two bilingual aides. A third bilingual aide would ensure that all English learners in SEI classes would have additional support.

**Counselors** - Our counselor-to-student ratio is 1:519. This is an inequity because one of our feeder high schools has a counselor-to-student ratio of 1:399. A third counselor would reduce the ratio to 1:346 which would increase the opportunities for students to meet with their counselors.

**Assistant Principal** - Our English learner population and our students with disabilities require additional support and monitoring. A second assistant principal would permit each assistant principal to support and monitor these student groups that need attention. In addition, one of our feeder high schools has an assistant principal-to-student ratio of 1:798. Our ratio is 1:1052. An additional assistant principal would address the inequity.

## SWP Requirements

<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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	The AVID coordinator will model AVID strategies for all teachers and will provide tips (WICOR Wednesdays) regularly.  Counselors will conduct Naviance lessons and six-to-eight-year academic success plans.  PLC/Dept. teams will agree on common assessments to administer, discuss assessment data, and share plans to utilize key instructional practices in alignment with the school’s instructional focus area	Daily, August - May  August - October  Bi-weekly, August - May
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Accelerated curriculum is offered in advanced math classes and Honors English language arts classes.  The GATE activities coordinator provide extra curricular activities for all identified GATE students.  After School Tutoring (College Tutors) will be offered to all students. We will highly encourage targeted students (ELs and SWDs) to participate.	Daily, August - May  Quarterly, September - May  Twice a week, September - May
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	Staff will analyze results of common assessments and MAP assessments  After School Tutoring (College Tutors) will be offered to all students. We will highly encourage targeted students (ELs and SWDs) to participate.  Place students in intervention classes as needed based on assessment results.  The attendance team will review attendance data to identify students with chronic absenteeism and provide support and offer incentives.  The admin, counseling, and PBIS teams will analyze referrals and student grades to identify at-risk students for PBIS tiers II and III and will provide appropriate support such as social and emotional counseling.	Quarterly, September - May  Twice a week, September - May  July and December  Monthly, August - May  Monthly, August - May

## Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-51.2	>= -36.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-107.3	>= -92.3
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.29	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.34	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	14%	>= 25%

<b>Identified Need(s):</b>	<p>Based on data from the Winter 2020 MAP assessment, all students need additional support in mathematics to improve their overall performance in operations and algebraic thinking and the real and complex number systems. They also need support in identifying key ideas and details in informational text.</p> <p>Based on counselor feedback and the Spring 2021 Panorama Survey, all students need access to counselors and therapists to address social and emotional concerns in support of academic achievement.</p> <p>Parent and teacher input indicate a need for parent training to support their children's social, emotional, and academic needs.</p> <p>Based on input from teachers and parents, students need field trip opportunities as an extension to what they are learning in class. Examples include visiting the wetlands (science classes), STEAM events (math, science, and computer classes), or museum visits (science and social studies classes). They also need opportunities to tour colleges. The field trip could be onsite with guest speakers or presenters.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1A Deliver small group, differentiated instruction to target students' skill deficits in literacy and mathematics, specifically algebraic thinking and identifying key details in text.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Supplemental instructional materials</li> <li>• Organizational materials</li> <li>• Instructional software and headphones</li> <li>• Digital and hardcopy resources, and books</li> <li>• Math manipulatives and calculators.</li> <li>• Tutor/Monitor (Salary &amp; Benefits)</li> <li>• AVID Coordinator (Additional hourly)</li> </ul>	<p>Grades Formative assessment results Student participant list Observations/Classroom visits data</p>	<p>Students who participate in small group instruction with the aides and tutors</p>	<p>Teachers Bilingual Aides Instructional Aides College Tutors Tutor/Monitor AVID Coordinator</p>	\$55,915	17,909
<p>1B Implement AVID strategies schoolwide to ensure all students have access to instructional strategies that work.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Supplemental instructional materials</li> <li>• Additional hourly for College Tutors</li> <li>• Additional hourly for Tutor/Monitor</li> <li>• AVID workshops, travel, and conferences</li> </ul>	<p>Grades Formative assessment results Observations/Classroom visits data</p>	<p>All</p>	<p>Teachers AVID Coordinator College Tutors Tutor/Monitor</p>	\$30,382	5,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1C Provide students with up-to-date literature and nonfiction text to support literacy across content areas.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Books (Digital and hardcopy)</li> <li>Supplemental instructional materials</li> </ul>	<p>Student surveys Student usage report from librarian</p>	All	<p>Teachers Librarian</p>	\$5,000	
<p>1D Provide professional development on content-specific (math, reading, and STEAM) instructional strategies to help improve instruction.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Workshops, trainings, travel, conferences</li> <li>Additional hourly (certificated and classified)</li> <li>Substitute coverage</li> <li>Professional materials</li> <li>Consultant fees</li> </ul>	<p>Observations/Classroom visits data</p>	All	<p>Teachers Bilingual Aides Instructional Aides TOAs</p>	\$12,000	
<p>1E Provide students with learning experiences that incorporate real-life applications of mathematics to reinforce algebraic thinking and the real and complex number systems.</p> <p>Expenditures:</p>	<p>Event/activity student feedback form</p>	Participating students	Participating teachers (math, science, or C-STEM)	\$2,500	5,600

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>• Registration/Entrance/Participation fees</li> <li>• Hands-on learning activity materials</li> <li>• Consultant fee</li> <li>• Substitute coverage</li> </ul>					
<p>1F Provide PLC Collaboration time to focus on key questions:</p> <ol style="list-style-type: none"> <li>1. What do students need to learn?</li> <li>2. How will we know they have learned?</li> <li>3. What will we do when they have already learned?</li> <li>4. What will we do when they have not learned?</li> </ol> <p>Expenditures</p> <ul style="list-style-type: none"> <li>• Additional Hourly (certificated and classified)</li> <li>• Substitute coverage</li> <li>• Professional books and other related materials</li> <li>• Printing</li> </ul>	Agendas and Minutes (Notes) Lesson plans	All	Teachers Administrators TOAs	\$13,450	
<p>1G Provide reteaching to reinforce learning that occurred during the school day.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Additional hourly (certificated and classified)</li> </ul>	Grades Student participant list	All students Note: A special invitation will be sent to students who have a grade of D or F in mathematics, students with disabilities, English learners, and AVID students.	Teachers Instructional Aides College Tutors Tutor Monitor	\$8,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1H Provide interpretation services to non English-speaking parents to improve school-to-home communication.	Parent feedback	Students whose parents need interpreters.	Interpreters	\$2,000	
1I Provide Parent Engagement and Involvement activities/training so that parents understand their role in increasing student achievement.	Participating parent feedback form	All	Administrators Outreach Liaison Community Aide - Bilingual	\$3,642	
1J Provide students with access to counselors and therapists to address social and emotional concerns in support of academic achievement.  Expenditures: <ul style="list-style-type: none"> <li>Covered by site counselors and the MTSS department</li> </ul>	Grades	Participating students	Counselors	0	
1K Provide students with learning experiences that incorporate real-life applications, college tours, and field trips. Expenditures: <ul style="list-style-type: none"> <li>Registration/Entrance/Participation fees</li> <li>Hands-on learning activity materials</li> <li>Consultant fee</li> <li>Substitute coverage</li> </ul>				0	\$13,629

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
1L Promote achievement by acknowledging student growth  Expenditures: <ul style="list-style-type: none"> <li>Backpacks, medals, trophies, tee shirts, certificates, sweatshirts, treats that adhere to the nutritional guidelines, key chains, Truman swag (gear/merch).</li> </ul>					\$5,000
<b>Total Estimated Cost for This Goal:</b>				132,889	47,138

## 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)]

<b>LEA/School GOAL 1a Academic Needs of ELs:</b>		
<b>English Learners will demonstrate improved academic growth and achievement in mathematics through the practice of algebraic thinking and the real and complex number system.</b>		
<b>English Learners will demonstrate improved academic growth and achievement in English language arts through the use of identifying key ideas and details in informational text.</b>		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-78.5	>= -63.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-133.4	>= -118.4
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.40	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.25	>= 0

<b>Identified Need(s):</b>	<p>Based on data from the Fall 2020 MAP assessment, English learners at all levels need additional support in mathematics to improve their overall performance in operations and algebraic thinking and the real and complex number systems.</p> <p>Based on the Reading assessment in MAP, English learners also need ELA support in identifying key ideas and details in informational text.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a A Provide tutoring to improve students' understanding and use of algebraic thinking and the real and complex number systems.	Pre/post assessment Student participant list	English learners who have a grade of D or F in mathematics and English learners	Teachers College Tutors Bilingual Aides	\$1,500	

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
Expenditures: <ul style="list-style-type: none"> <li>• Additional hourly (certificated and classified)</li> <li>• Supplemental instructional materials</li> </ul>		who scored low in the area of algebraic thinking and the real and complex number systems.			
1a B Provide tutoring to improve students' identification of key ideas and details in informational text.  Expenditures: <ul style="list-style-type: none"> <li>• Additional hourly (certificated and classified)</li> <li>• Supplemental instructional materials</li> </ul>	Pre/post assessment Student participant list	English learners who have a grade of D or F in their ELA course and English learners who scored low in the area of identifying key ideas and details in informational text.	Teachers College Tutors Bilingual Aides	\$1,500	
<b>Total Estimated Cost for This Goal:</b>				3,000	

## Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their productive language by developing their writing skills to justify opinion.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	41.7%	>= 44.7%

<b>Identified Need(s):</b>	English Learner Progress Indicator data indicate a need to focus on productive language for EL students who decreased one ELPI level.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b A Provide professional development on designing language objectives to improve effective ELD instruction that addresses productive language instructional strategies in the area of writing across the content area.  Expenditures: <ul style="list-style-type: none"> <li>• Workshops, trainings, travel and conference</li> <li>• Additional hourly (certificated and classified)</li> <li>• Professional development materials and books</li> </ul>	Observations/Classroom visits data Lesson Plans	English learners at the expanding level (ELPI level 2H and 3L)	Teachers Bilingual Aides Administrators EL TOA	\$6,000	
1b B Provide professional development on	Observations/Classroom visits data	English learners with an emphasis on the	Teachers Administrators	\$3,620	



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
integration of language tasks into designated ELD instruction for improving English learners' productive language.  Expenditures: <ul style="list-style-type: none"> <li>• Workshops, trainings, travel and conference</li> <li>• Additional hourly (certificated)</li> <li>• Professional development materials and books</li> </ul>	Lesson Plans	emerging and expanding levels	EL TOA		
<b>Total Estimated Cost for This Goal:</b>				9,620	

**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>Hire a Tutor Monitor - Bilingual. If the position does not exist, hire a Tutor Monitor.</p> <p>Hire one or more College Tutors, preferably bilingual.</p> <p>(If we receive less than \$47,000, hire a College Tutor. If we receive more than \$47,000, hire a Tutor Monitor and one or more College Tutors)</p> <p>Expenditure:</p> <ul style="list-style-type: none"> <li>• Tutor Monitor Salary and benefits</li> <li>• College Tutor Salary and benefits</li> </ul>	<p>All students</p>	<p>\$47,000</p>	<p>Administrator</p>

**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.	\$81,611
X	<b>Title I, Part A: Carryover</b>	\$63,898
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,642
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)	\$47,138
	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		192,647
<b>Total amount of state funds spent (SUPC)</b>		47,138
<b>Total amount of federal funds spent (Title I)</b>		145,509
<b>Total amount of state and federal funds spent</b>		192,647
<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
Kim Hall	Principal	Not-Applicable	Not-Applicable	1
Scotty Kirkpatrick	Classroom Teacher	2 years	June 2021	1
Monica Jauregui	Classroom Teacher	2 years	June 2022	1
Scott Keller	Classroom Teacher	2 years	June 2021	1
Wendy Ramirez	Classroom Teacher	2 years	June 2021	1
Tonya Duncan	Other Staff Member (Specify): Guidance Tech	2 years	June 2021	1
Ana Luna	Parent/Community Member	2 years	June 2021	1
Demetria Bennett	Parent/Community Member	2 years	June 2022	1
Lydia Cortez	Parent/Community Member	2 years	June 2021	1
Vacant	Student Member	1 year	June 2021	1
Cristal Gonzalez	Student Member	1 year	June 2021	1
Micah McKinney	Student Member	1 year	June 2021	1

## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

**Signature**

*Maria Zavala*

**Committee or Advisory Group Name**

English Learner Advisory Committee , Maria Zavala on May 12, 2021

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

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

This SPSA was adopted by the SSC at a public meeting on (enter date). 05/12/21

Attested:

*Kim Hall*  
*Cristal Gonzalez*

Principal, Kim M. Hall, Ph. D. on May 12, 2021

SSC Chairperson, Cristal Alejandra Gonzalez on May 12, 2021