



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arizona Middle School	33-66977-6031504	May 19, 2021	June 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Arizona Middle School plans to effectively meet the ESSA requirements and align with Alvord Unified School Districts LCAP goals by implementing a comprehensive course of study taught by highly qualified staff in which students will be prepared to be college and career ready and educated in an environment that fosters school connectedness and is inclusive of students, parents, and staff. This includes: (LCAP Goal 1: Conditions of Learning) following California curriculum of offering the core academic courses that are taught by highly qualified staff in English, Math, Science, History, and Physical Education; as well as offering Honors/Advanced courses in English, Math, and History. (LCAP Goal 2: Pupil Outcomes) Student's progress and growth will be monitored throughout the year with Informal and Formal Assessments. Additionally, each year all students will take the (CAASP) California Assessment of Student Performance and Progress, and those results will be

used to set goals and modify instruction to improve student success for future years. Arizona Middle School plans to effectively address the areas identified through the ATSI Identification by individually working with students and student groups that are identified as under-performing in any school related category. These students and/or student groups will receive additional targeted assistance through tutoring, mentoring, and counseling, etc. Additionally, staff will receive professional development on how to support and assist these student groups so they are successful. (LCAP Goal 3: Engagement) All programs, goals, and test results will be discussed with staff at Staff Meetings, Teacher Leadership Meetings, and Department Meetings; and also discussed with parents at (SSC) School Site Council and (ELAC) English Learner Advisory Committee meetings. At these meetings, staff and parent input will be used to create new plans to further assist under-performing students, and all programs that use funding (out of LCFF-LI, LCFF-EL, and Title I) will be voted upon by our School Site Council. With the support of parents, students, community members, teachers, and staff, we are committed to assuring that every student is prepared with a world-class education that will support lifelong success.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey (CHKS), the California School Parent Survey (CSPS), and the California School Staff Survey (CSSS) were administered to students, parents, and staff in the 2020-2021 school year. The CHKS, CSPS, and CSSS surveys provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being.

The results from the survey that was administered to the students (California Health Kids Survey) show that students feel safe at Arizona Middle School. Students reported feeling very safe on campus and a vast majority of students reported never being bullied on campus or being afraid of being while on campus.

Additionally, almost all students surveyed responded that 0 times have they been in a fight, been offered drugs, and/or witnessed anyone with a weapon. The survey results also reported that students feel that adults on campus care about them, set high expectations for them, they feel connected to the school, and are academically motivated.

The results from the California School Parent Survey show that parents feel welcomed at the school and they feel like the school encourages parents to be active partners in educating their child. Parents also reported being well informed on their student's academic progress and being provided information about how to help their students with homework. Finally, the survey results also indicated that parents feel like teachers go out of their way to help students, the school has adults that care about students, and the school sets high expectations for all students.

The results from the California School Staff Survey show that the staff views the school as a supportive and inviting place to learn, promotes academic success for all students, and the school motivates students to learn. Additionally, the staff reported that the school sets high expectations, wants every student to do their best, and believes that every student can be a success.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal Classroom Observations are conducted once a month with each teacher on campus. These observations include an administrator visiting the classroom to observe student engagement, classroom management, and how the essential question and objective are effectively used in the lesson. Teachers are then provided a short summary of the informal observation and meet with the administrator to discuss/work collaboratively on areas needing improvement.

Formal Classroom Observations are conducted every year for new teachers and once every two years for tenured teachers. The formal classroom observations include two full classroom observations during the school year; with pre-observation, post-observation, and an end of the year evaluation meetings with an administrator. Additionally, during a teacher's formal observation year, the teacher is provided with a detailed observation form that outlines Student Engagement, Creating

Effective Learning Environments, Organizing the Subject Matter, Planning and Designing Learning Experiences, Assessing Student Learning, Developing as a Professional Educator, Student Progress Towards the Attainment of Academic Standards, and Professional Behavior.

From these observations, the Teacher Leadership Team and Staff have identified the need to create/administer 'Common Assessments' among the subject/grade levels (at least once every six weeks) in order to guide instruction, improve collaboration, and to increase student achievement. The 'Common Assessments' will be the 'CAASPP Interim Assessments' for Math and ELA, Science and History will create their own common assessments, and PE will use the fitness testing and half-mile/mile as their common assessments. The results from these common assessments will be used to revisit areas that students did not fully grasp and they will be used to guide instruction for future school years. Finally, the results of the CAASPP Summative Assessment will be used at the end of the year to gauge the effectiveness of the common assessments and also guide instruction for the following school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant 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 utilize the Alvord Unified School District course descriptions, which are aligned with the California Common Core State Standards and Next Generation Science Standards. Teachers develop short-term and long-term lesson plans using the district course descriptions, Unit Planning Organizers (UPO) and pacing guides along with California Common Core Standards/frameworks for ELA/ELD and Math. Department and grade-level team meetings are utilized for lesson planning and for sharing standards-based instructional strategies.

Sixth grade students are enrolled in two core classes, language arts/history (116 minutes) and math/science (116 minutes), along with physical education and a Technology/STEM Exploratory Elective Rotation class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in Language Arts or Honors Language Arts at each grade level based on teacher recommendation, grades, and student test scores. Enrollment in math or Honors Math is likewise based on teacher recommendation, grades, and student test scores. Students who have not met the standards previously stated have additional opportunities during the 1st and 2nd semester to demonstrate that they can work at the rigor level of an honors, accelerated, or high school level math course of study. Arizona offers Integrated Math 1, 8th Common Core Math, 7th Common Core Math, and 6th Common Core Math. Students explore Ancient History in the sixth grade; in the seventh grade they are enrolled in History/Middle Ages or accelerated History/Middle Ages; and in eighth grade they are enrolled in American History from 1776 to 1900 or accelerated American History based on teacher recommendation, grades, and student test scores. Seventh and eighth grade students learn the Next Generation Science Standards (NGSS) which include life science, earth science, and physical science, and the scientific method at all grade levels. Students have opportunities to participate in AVID, Fine Arts (i.e. Art/ Band), or STEM elective choices (i.e. Career and Technical Education Courses, Computer Programming, Robotics, 3D Design, Video, and Virtual Reality/3D Design sponsored by Verizon & Arizona State University). There are finally opportunities for student wellness and physical fitness through physical education courses and/or the California Cadet Corps Course. In physical education courses students engage in curriculum designed to support nutrition, physical activity, and overall wellness. In the California Cadet Corps course students develop leadership, citizenship, patriotism, promote academic excellence, encourage personal health and wellness, and teach basic military subjects.

Students with special needs are provided highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in language arts and math to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. EL students are scheduled in English Language Development and sheltered classes in language arts, math, science, and history. GATE students are enrolled in Honors Language Arts, a math class to fit their needs (Math Accelerated or Integrated Math), and explore subject matter concepts in history and science in greater depth and complexity. All students are encouraged to compete in academic competitions such as the district Spelling Bee and the Science Fair. Arizona is proud to have 100% participation in the site Science Fair. Selected participants move forward to participate with the district fair.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Data is obtained from the state testing results, the iReady Diagnostic Assessment, Interim Testing, district Common Formative Assessments (CFA), curriculum assessments, teacher created common formative assessments, and performance tasks. The results of the data analysis completed by the district and by site level staff are used to inform instructional practices and address the identified needs of students to ensure that student achievement is improving at Arizona. Baseline data for all students is determined through the use of the iReady Diagnostic Assessment for both Language Arts and Math to support development and overall growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school works within the guidelines of ESSA and uses state and local assessments to modify instruction and improve student achievement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers are fully credentialed. Seven credentialed teachers are approved to work outside of their subject area of competence.

Professional development includes:

iReady Training

Google-Classroom Training

Blended Learning Training

Study-Sync Training (ELA Teachers)

Unconscious Bias Training

AVID training and workshops provide the AVID coordinator, principal, AVID elective and core teachers, and AVID counselor with training and materials to support AVID students and non-AVID students with AVID instructional strategies for college and career readiness.

WICOR Strategies Training

ERWC Training

Next Generation Science Standards (NGSS) Training

Project Lead the Way Training (PLTW)

Focusing on Mastery

Equity Training

Selected staff trained in Positive Behavior Intervention and Support (PBIS).

Multi-Tiered Systems of Supports (MTSS) Training

Boys Town Behavior Intervention and Support Counselor Training

Selected teachers to receive professional development in the following areas: ELA/ELD Framework and Math Framework

Continued training in robotics and use of 3D program and printer offered by C-STEM, UC Davis.

California Cadet Corps Training

CTE Training

Verizon & Arizona State Universities Innovative Learning Program Training

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

Staff development is based on data analysis of student performance and current effective, research-based instructional strategies.

Continued staff training on iReady to monitor student progress in ELA and Math.

Continued training of AVID WICOR strategies to all teachers as we continue to serve as a AVID Site of Distinction and a AVID National Demonstration School.

Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed.

Continued training of Critical Reading, IVF summary, Constructive Response, and focused note taking/Cornell note taking to all teachers

Continued training on Systemic Reflection strategies provided to all teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

District Instructional Specialists and site instructional coaches provide support through staff development training, one-on-one interactive coaching and demonstration lessons. In addition, the academic coach along with site teachers provide demonstration lessons using highly engaging strategies for colleagues. Instructional Coaches from all middle school sites have worked collaboratively to support classes at each school teaching model lessons.

Teachers are provided three release days during the year to focus on instructional assistance and support. The third release day supports English Learner students with the other two being both teacher and site directed. We also use learning walks to view demonstration lessons and teacher best practices. Teachers have participated in learning walks that support school-wide use of AVID strategies such as content tutorials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Collaboration time is provided four times a month so that teachers are able to analyze student data, plan instruction, collaborate on lessons, and address individual student needs.

All teachers at Arizona are credentialed in their respective content areas and meet the criteria for Highly Qualified status as stipulated in the previous NCLB and the current ESSA federal education policies.

A full-time on-site instructional coach works with teachers in the development of lesson planning and collaboration, facilitates co-plan/co-teach days, prepares and presents professional development, analyzes data, and serves as a resource to parents and administration. Coach salary is multi-funded using district funds.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Administrators have attended ILT training and district meetings regarding instruction. Teachers participate in co-plan/co-teach sessions during the school day, department meetings during PLC's, team meetings during common planning periods, the AVID Summer Institute/RIMS AVID Training, and other curricular training's on-going. Instructional assistants attend the annual district in-service day and other district meetings as well as monthly with the site Instructional Coach and Administration. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department time during PLC's and at monthly Staff Development meeting.

Teaching and Learning

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

The district has adopted State Board of Education approved materials to support the delivery of instruction to meet the state standards. The district Instructional Leadership Team works collaboratively to create Unit Planning Organizers (UPO) for implementation of Common Core State Standards (CCSS). This has led to alignment across the district in terms of what content students are receiving thereby providing continuity of programs, practices, and assessments unlike anything Alvord has experienced before. At present the Curriculum Review Team continues to evaluate the materials and make adjustments where necessary for future practice. This year ELA will be using the Study Sync curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

Instructional time is protected and interruptions are kept to a minimum. Systems are in place to ensure that instructional time is not interrupted.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

The district and school has developed pacing guides to ensure that all students receive the core curriculum for their grade level. Students falling two or more years below grade level receive intervention within their general education classroom setting via iReady; they also receive additional interventions such as the Student/Teacher Mentor Program, Tutoring, and Parent Meetings/Workshops.

The Master Schedule is developed with the needs of students as a priority. The master schedule reflects the priorities of the district: students, teachers, and instructional content. The master schedule supports students connection to college and career readiness; and the master schedule offers intervention courses to provide additional support and assistance to help students that have demonstrated low test scores and/or low grades.

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

All teachers receive the adopted standards-based instructional materials needed to support all student groups (i.e. ELL, high achieving, at-risk, and at grade level).

AALD and ELD curriculum are used to support English Learner needs. Planning time is used to support the alignment of these materials with the development and growth of students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Arizona Middle School uses the SBE adopted English Language Arts materials, AVID Weekly articles, iReady, Science, and History curriculum. In addition, Arizona utilizes the district adopted 3-D curriculum by Kate Kinsella, Inside the US curriculum and High Point materials to support English Language Development (ELD).

Opportunity and Equal Educational Access

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

The school budget, Master Schedule, textbook funds, specially designed programs, and qualified teachers are provided by the regular program to enable under-performing students to meet the standards. The school budget is used judiciously to support the school-wide action plan. Each year, school funds are used to update campus-wide technology, purchase staff development resources (physical or online), and acquire instructional equipment and materials for teachers. Arizona Middle School works collaboratively with community and University Partners to provide students with engaging and rigorous curriculums that enhance student understanding. This includes a two year partnership with Arizona State University and Verizon Innovative Learning on a Virtual Reality Course. School funds have been used to support students through tutoring opportunities both before and after school hours. These opportunities include homework help with High School AVID tutors, Special Education Tutoring and Mentor-ship with Instructional Assistants, ELD tutoring with Bilingual Assistants, Teacher-led Tutorials, and before school math tutoring. School funds also are used to best support teacher capacity building via professional development and grade level/department articulation.

The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Teachers work interdependently in a Professional Learning Community. The Master Schedule is developed with priority given to under performing students and those with special needs. Students are scheduled in courses based on their previous year's grades, CELDT levels, iReady Diagnostic Assessment results, and CFAs in reading and math. Teachers design and create lessons and assessments to inform them of student learning. Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades as well as teacher and district created CFAs. Teachers engage in grade-level department meetings during PLC time and collaborate with their colleagues during the common planning period. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target and assist under-performing students.

Evidence-based educational practices to raise student achievement

Teachers use research-based strategies such as Focusing on Mastery, Direct Instruction, AVID strategies, non-linguistic representations, Focused Note-taking, interactive notebooks, graphic organizers, sentence frames, daily objectives, and essential questions to present the curricular content in a variety of formats for individual learning modalities.

The Alvord Strategic Plan, WICOR, Focused Notes, and A-G college prerequisites posters are displayed in every classroom. Site budget is also used to support all students, to include general education, AVID, SPED, EL, Title I and GATE. Site budget is also used to support teacher capacity building and professional development to support all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent participation is a high priority at Arizona. Parents have opportunities for meaningful dialogue and decision making in various forms. Parents contribute to the planning, implementation, and evaluation of the School Based Coordinated Plan (SBCP) through the School Site Council (SSC) and the English Learner Advisory Council (ELAC). Parents have input in school programs through the English Learner Advisory Council (ELAC), Parent Teacher Association (PTA), Action Team for Partnership (ATP), Watch DOGS, and School/District Wellness Committee. In addition the district provides opportunities for input at the district level through the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the District Advisory Committee (DAC).

Research shows that there is a positive and convincing relationship between parent and family involvement and student success. When parents and families are involved in their child's learning, both home and at school, their child is academically successful. When parents, families, educators and communities work together, all are strengthened and outpace what the individual could accomplish on their own. In January 2011, the Parent Engagement Leadership Initiative (PELI) was created to focus efforts on training and supporting parents, families, educators and community members to become involved in public education and positively impact student success. Training programs are based on the distinguished work of Dr. Joyce Epstein, who directs the National Network of Partnership Schools at Johns Hopkins University. Dr. Epstein's research-based 'Six Keys of Parent Involvement' is at the core of the National PTA Standards for parent engagement. Additionally, information from the California State PTA 'Parents Empowering Parents Guide' and other PTA resources are shared. These are the foundation for the PELI program and for what is being built in Riverside County - a cadre of parent and family involvement leaders to support and enhance the local schools and districts (Kenneth M. Young, Riverside County Superintendent of Schools, 2013).

In partnership with Gear-Up Arizona is pleased to also offer parent training's from the Parent Institute for Quality Education (PIQE). PIQE creates partnerships between parents, students, and educators by providing classes/programs to engage, empower, and transform parents to actively engage in their children's education and strengthen parent/school collaboration in order to improve the academic success of students.

As a follow up to PELI and PIQE, Arizona implements it's own parent training's (which are lead by the Teacher Leadership Team) covering topics such as: CCSS, Aeries Grade Book, College and Career Readiness, and effective study skills/organization.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Back-to-School Night in the fall allows parents to receive information about the academic programs. Parent conferences are held twice each year. Sixth grade orientation is held in the spring for incoming students and additionally in the summer and fall leading up to the school year. Counselors hold additional parent/teacher/student meetings which include topics such as: bullying, drug awareness, and conflict resolution. The counselors and administration visit the feeder elementary schools in the spring to recruit for AVID and electives, as well as inform sixth grade students how to transition to middle school. AVID and additional family nights/family lunches are regularly scheduled. Parents have opportunities to attend workshops using categorical funds; for example, each year parents attend the California Association for Bilingual Education (CABE) conference.

Communication with parents is conducted regularly regarding student progress and school programs/activities. The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, Peachjar Flyers, BlackBoard Connect home phone calling system (which includes phone calls and text messages, school website, school social media, and the school marquee. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences.

Arizona participates with Kaiser Permanente and UCR who provide the Hippocrates Circle for students interested in the medical fields. Students attend an orientation, two study trips, and a graduation banquet for students and their parents.

Arizona holds a college/career night with speakers to discuss and answer questions about their background, career, skills, education, and work place experiences. The goals of the college/career night are to motivate students to complete their education; to inform students of career options; and to foster a relationship between local schools and the business community.

A Wylie Center Youth Service Counselor is onsite two days a week to provide additional counseling services to students as needed, and the McKinley Center provides additional counseling opportunities for students in need.

The following partnerships support students diverse needs: (1) Riverside District Attorney provides mentoring to students and provides annual assemblies to students regarding gang/drug awareness and prevention, (2) Girls Circle-Resilience Curriculum for girls, (3) UNITED Way GEMS-Engineering and Mathematics for Girls, (4) New York Life Grief Sensitive Schools, and Safe Schools Partnership.

Funding

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

The Advancement Via Individual Determination (AVID) classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support. Arizona's AVID program includes six classes with two at each grade level. As part of the AVID curriculum, based on their grade level, students have the opportunity to take a study trip to either a community college, state college, or university. Excursions to college events such as sports, museums, musicals, drama performances, and others provide students and their families an opportunity to see first hand what college life is about. Arizona is proud to be one of only 4% of schools recognized nationally as an AVID National Demonstration School. Additionally, Arizona has been recognized as an AVID School wide Site of Distinction award recipient.

LCFF-LI and LCFF-EL funds are utilized to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under-performing students meet the standards in language arts, math, science, and history. Teachers access LCFF-LI, LCFF-EL resources to enhance the instructional program for under-performing students. These resources include computers, and software programs used to create individualized learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulative's for math lessons and materials for science experiments. Additionally, materials, equipment, and furniture are used to supplement the classroom environment and enhance the climate for learning. Finally, creative lessons and classroom assessments reproduced on the copy machines and Risographs are used for students of all abilities. Standards-based assessments scored on the Scantron machine, professional development, books for classroom libraries, and test-preparation materials to improve student test-taking skills.

LCFF-LI, LCFF-EL funds are available to pay teachers to work with under-performing students before school, after school, or during after school programs. Students in the after school program that are under performing academically receive individualized tutoring/instruction two times a week in language arts, math, history, and science from Arizona teachers. Presently, we partner with our local high school's AVID program to provide after school homework help, we provide after school tutorials using AVID's Tutorial model, we provide tutoring to our Special Education students through our Instructional Assistants, and tutoring to English Learner students through our Bilingual Assistants. LCFF-LI, LCFF-EL funds are utilized to purchase intervention and/or enrichment materials as well, such teacher software and/or student resources to assist our EL students. LCFF-LI, LCFF-LI funds are utilized to increase student access to technology to provide differentiated instruction, to assist with closing the achievement gap, providing them with access to rigorous academic content, and to support software programs. Students also use technology to access Google Apps for Education to include Google Classroom, Google Drive, and Google Docs. LCFF-LI will also fund programs designed to help our student group that has been identified as needing Additional Targeted Support and Improvement (ATSI). It will fund before and after school tutoring for ATSI students as well as before school or after school parent meetings and workshops to assist those parents and students. LCFF-LI funds will also cover teacher professional development designed to assist our ATSI students, such as PD's on unconscious bias and closing the achievement gap, etc. Additionally, LCFF-LI funds are used for sub coverage for our teachers to collaborate to create teacher Professional Development and work on the mentor program to assist student groups that are identified as ATSI.

Categorical funds from LCFF-LI, LCFF-EL are utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. LCFF-LI, LCFF-EL resources, content area conferences, demonstration lessons, co-planning/co-teaching meetings, and to procure consultants for professional development seminars. Funds are accessible to parents and teachers who want to

attend CAFE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute, however AVID allocations are generally not sufficient to pay for AVID tutors, coordinator workshops, or AVID Summer Institute therefore additional funds from LCFF-LI, LCFF-EL are used. These funds are also utilized as needed to implement the goals of the Arizona EL program. LCFF-EL funds are used to support teachers in on-going professional development to close the achievement gap between EL students and their English-only peers. At present Arizona is using LCFF-LI, LCFF-EL funds to support two teacher release days to allow teachers time to collaboratively plan curriculum, instruction, and assessments.

English Language Learners (EL) receive instruction in ELD and SDAIE from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students with CELDT levels I, II, and low III's are strategically placed in sheltered classes to receive support in the four curricular areas. EL students who meet district reclassification criteria are later mainstreamed with English-only speaking peers. LCFF-LI, LCFF-EL funds are used to finance two full time bilingual instructional assistant in the Sheltered classes and to fund the stipend for the EL Facilitator. EIA/LEP funds also provide instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (CAFE), and computers. LCFF-LI, LCFF-EL funds are utilized to pay for translators for parent events and additional hours for bilingual assistants as needed. With the state-defined Long-Term English Learner (LTEL) it is necessary for an intensive intervention for struggling English Learners. LCFF-LI, LCFF-EL funds are used for purchasing EL supplemental curriculum to meet the needs for this group.

Title I funds are utilized to increase student access to technology for targeted students. Students are able to use technology to provide differentiated instruction, to assist with closing the achievement gap, providing them with access to rigorous academic content. Students also use technology to access Google Apps for Education to include Google Classroom, Google Drive, and Google Docs. Title I funding is also used to provide Extended Learning Opportunity supports such as before and after school tutoring. Funds are available to pay teachers to work with under-performing students before school, after school, or during after the school program. Additionally, Title I funds are used for sub coverage for our Core Leadership Team, which meets a month to create teacher Professional Development and work on the mentor program to assist students that are identified as needing Title 1 assistance. Finally, Title 1 funds will be used to purchase library books that will assist Title I identified students to facilitate engagement in the different subject matters, assist with reports and projects, and increase the student Lexile levels.

Fiscal support

General and categorical funds are utilized to support and enhance the core curriculum to increase student achievement. The centralized fiscal support provided by the district will allow for a site-based Instructional Coach to further support the development of staff to enhance the effectiveness of the instructional program and increase student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Arizona Middle School worked collaboratively with many stakeholder groups to update and review this SPSA. This SPSA was discussed and reviewed at the monthly (SSC) School Site Council meetings (consisting of parents, students, teachers, classified staff, and administration); the monthly (ELAC) English Language Advisory Committee (consisting of parents, teachers, and administration), the monthly Teacher Leadership Team meetings (consisting of at least 1 teacher from each subject); and discussed with each teacher/staff member at the monthly department meetings and staff meetings. During the meetings, we review student data to determine how we are meeting the plan and discuss changes for the upcoming school year. Additionally, we have scheduled additional meeting times to support monitoring efforts. The SPSA is provided to the groups and input provided throughout the year.

Resource Inequities

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

Arizona Middle School has been identified as an ATSI (Additional Targeted Support and Improvement) School because the student group (African American students, which consists of 4% of Arizona Students) have a Chronic Absenteeism Rate of 26.5%, which was an increase of 2% from the previous school year.

Arizona Middle School is working to address this resource inequity in the SPSA by increasing parent involvement and notification to increase student attendance and grades. Arizona Middle School will also implement parent trainings/workshops on attendance for their parents, implement a student/teacher mentoring program for these students, offer rewards/incentives to improve attendance, and provide a teacher training on Unintentional Bias. The hope is that these additional measures (that are identified in the SPSA) will reduce the Chronic Absenteeism Rate of African American Students while also assisting in raising student grades and creating a welcoming environment where all students want to attend school each day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.33%	0.44%	2	3	4
African American	3.66%	3.27%	4.14%	37	30	38
Asian	2.67%	2.94%	2.4%	27	27	22
Filipino	0.79%	1.2%	1.53%	8	11	14
Hispanic/Latino	81.09%	80.5%	81.35%	819	739	746
Pacific Islander	0.99%	0.98%	0.98%	10	9	9
White	9.90%	9.91%	8.62%	100	91	79
Multiple/No Response	%	%	0.55%			0
Total Enrollment				1010	918	917

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	343	264	300
Grade 7	315	342	278
Grade 8	352	312	339
Total Enrollment	1,010	918	917

Conclusions based on this data:

1. Arizona Middle School sits in the center of a once-rural, now suburban community, in the city of Riverside, California. Arizona Middle School is one of four middle schools in the Alvord Unified School District, serving approximately 917 students on a traditional school schedule. The students at Arizona Middle School come from diverse backgrounds.
2. Similar to many middle schools in Riverside County, the student enrollment at Arizona Middle School has declined over the past three years.
3. The 7th grade class currently has the lowest number of students with 278, compared to the 8th grade class with 339 students, and 6th grade with 300 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	310	269	241	30.7%	29.3%	26.3%
Fluent English Proficient (FEP)	213	216	224	21.1%	23.5%	24.4%
Reclassified Fluent English Proficient (RFEP)	41	45	59	12.7%	14.5%	21.9%

Conclusions based on this data:

1. The student population at Arizona Middle School includes a high percentage (approximately 26%) of English Language Learners (ELL's); which has stayed consistent over the 3 years.
2. Arizona Middle School works collaboratively with the district office to provide the (EL) students with the supports and accommodations to help them be successful and strive towards reclassification.
3. The percentage of Reclassified Fluent English Proficient students at Arizona has increased by 9% over the last 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	323	348	262	320	346	257	320	346	257	99.1	99.4	98.1
Grade 7	358	316	342	354	314	335	354	314	335	98.9	99.4	98
Grade 8	356	351	296	355	347	291	355	347	291	99.7	98.9	98.3
All Grades	1037	1015	900	1029	1007	883	1029	1007	883	99.2	99.2	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2487.	2497.	2488.	7.19	8.38	11.28	24.69	31.21	20.62	33.13	30.06	29.57	35.00	30.35	38.52
Grade 7	2508.	2520.	2510.	6.50	8.28	6.87	24.58	29.94	28.36	33.05	26.75	28.06	35.88	35.03	36.72
Grade 8	2535.	2521.	2554.	9.58	6.92	8.59	29.58	23.92	38.49	30.14	30.55	28.52	30.70	38.62	24.40
All Grades	N/A	N/A	N/A	7.77	7.85	8.72	26.34	28.30	29.45	32.07	29.20	28.65	33.82	34.66	33.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.31	16.18	16.34	50.94	44.80	38.91	38.75	39.02	44.75
Grade 7	11.86	16.56	13.13	46.33	46.18	43.58	41.81	37.26	43.28
Grade 8	17.75	13.01	19.59	47.89	41.91	50.17	34.37	45.09	30.24
All Grades	13.41	15.21	16.19	48.30	44.23	44.39	38.29	40.56	39.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.25	15.03	12.06	47.19	45.95	43.97	41.56	39.02	43.97
Grade 7	12.43	15.29	13.43	51.69	52.55	48.96	35.88	32.17	37.61
Grade 8	14.65	9.28	12.71	48.45	50.72	62.54	36.90	40.00	24.74
All Grades	12.83	13.13	12.80	49.17	49.65	51.98	38.00	37.21	35.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.00	9.25	12.45	62.50	66.47	58.75	27.50	24.28	28.79
Grade 7	7.91	6.69	7.16	57.91	61.46	67.16	34.18	31.85	25.67
Grade 8	8.73	9.83	13.75	69.86	62.14	70.79	21.41	28.03	15.46
All Grades	8.84	8.65	10.87	63.46	63.42	65.91	27.70	27.93	23.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.31	20.81	19.46	50.63	54.62	42.80	34.06	24.57	37.74
Grade 7	15.25	15.61	18.51	55.37	57.96	48.06	29.38	26.43	33.43
Grade 8	20.56	17.63	23.45	50.99	48.55	54.14	28.45	33.82	22.41
All Grades	17.10	18.09	20.41	52.38	53.58	48.53	30.52	28.33	31.07

Conclusions based on this data:

1. While there is still room for improvement we continue to see growth in English Language Arts from the 2016-2017 testing year to the 2018-2019 testing year.
2. 8th Grade ELA students had a 9% increase in meeting the ELA standards from the previous school year.
3. Over the past 3 years there has been an increase each year in the percent of students that are Above Standard in Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	323	347	262	321	345	260	321	345	260	99.4	99.4	99.2
Grade 7	358	314	342	355	313	337	355	313	337	99.2	99.7	98.5
Grade 8	355	350	296	355	346	292	355	345	292	100	98.9	98.6
All Grades	1036	1011	900	1031	1004	889	1031	1003	889	99.5	99.3	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2485.	2497.	2502.	8.72	10.43	12.69	18.07	19.13	20.77	29.60	34.49	28.08	43.61	35.94	38.46
Grade 7	2489.	2499.	2497.	6.48	6.71	8.01	15.77	18.53	16.91	34.37	30.99	33.53	43.38	43.77	41.54
Grade 8	2537.	2522.	2532.	16.90	13.62	16.44	21.41	16.23	18.49	24.23	26.96	25.00	37.46	43.19	40.07
All Grades	N/A	N/A	N/A	10.77	10.37	12.15	18.43	17.95	18.56	29.39	30.81	29.13	41.42	40.88	40.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.33	17.68	23.85	35.20	37.68	31.92	50.47	44.64	44.23
Grade 7	13.24	15.43	13.35	31.55	33.12	35.91	55.21	51.45	50.74
Grade 8	29.01	24.06	23.29	31.55	28.70	32.19	39.44	47.25	44.52
All Grades	19.01	19.18	19.69	32.69	33.17	33.52	48.30	47.65	46.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.85	9.57	13.46	47.66	50.72	44.62	45.48	39.71	41.92
Grade 7	9.86	9.62	10.39	45.07	49.68	50.74	45.07	40.71	38.87
Grade 8	13.80	12.17	11.64	40.00	48.41	47.26	46.20	39.42	41.10
All Grades	10.28	10.48	11.70	44.13	49.60	47.81	45.59	39.92	40.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.21	11.01	12.31	39.25	45.51	46.92	49.53	43.48	40.77
Grade 7	8.17	9.00	7.12	51.27	54.98	59.35	40.56	36.01	33.53
Grade 8	17.18	13.04	16.10	49.58	52.75	56.85	33.24	34.20	27.05
All Grades	12.22	11.09	11.59	46.94	50.95	54.89	40.83	37.96	33.52

Conclusions based on this data:

1. While there is still room for improvement we continue to see growth in Mathematics from the 2016-2017 testing year to the 2018-2019 testing year.
2. The percentage of 8th grade students that received standard exceeded increased by 9% from scores those same students received as 7th graders.
3. In the Communicating Reasoning section we saw an overall increase by 4% of students At or Near Standard from the previous school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1534.6	1521.7	1534.4	1519.2	1534.3	1523.7	112	76
Grade 7	1533.1	1529.7	1526.0	1525.3	1539.6	1533.7	76	81
Grade 8	1558.4	1532.6	1547.8	1528.0	1568.5	1536.6	81	67
All Grades							269	224

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.82	14.47	36.61	32.89	19.64	42.11	*	10.53	112	76
7	30.26	14.81	38.16	37.04	28.95	39.51	*	8.64	76	81
8	55.56	16.42	32.10	37.31	*	37.31	*	8.96	81	67
All Grades	39.78	15.18	35.69	35.71	18.22	39.73	6.32	9.38	269	224

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.68	32.89	35.71	38.16	*	21.05	*	7.89	112	76
7	47.37	28.40	40.79	41.98	*	22.22	*	7.41	76	81
8	62.96	26.87	28.40	46.27	*	14.93	*	11.94	81	67
All Grades	54.28	29.46	34.94	41.96	8.18	19.64	*	8.93	269	224

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	25.89	2.63	19.64	27.63	22.32	44.74	32.14	25.00	112	76
7	25.00	6.17	17.11	22.22	31.58	48.15	26.32	23.46	76	81
8	48.15	2.99	23.46	29.85	17.28	46.27	*	20.90	81	67
All Grades	32.34	4.02	20.07	26.34	23.42	46.43	24.16	23.21	269	224

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	40.18	25.00	49.11	56.58	10.71	18.42	112	76
7	30.26	7.41	60.53	67.90	*	24.69	76	81
8	48.15	7.46	48.15	68.66	*	23.88	81	67
All Grades	39.78	13.39	52.04	64.29	8.18	22.32	269	224

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	72.32	47.37	25.89	43.42	*	9.21	112	76
7	69.74	59.26	27.63	33.33	*	7.41	76	81
8	77.78	58.21	19.75	31.34	*	10.45	81	67
All Grades	73.23	54.91	24.54	36.16	*	8.93	269	224

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	27.68	5.26	24.11	44.74	48.21	50.00	112	76
7	26.32	11.11	23.68	41.98	50.00	46.91	76	81
8	45.68	11.94	24.69	40.30	29.63	47.76	81	67
All Grades	32.71	9.38	24.16	42.41	43.12	48.21	269	224

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	9.82	18.42	79.46	71.05	10.71	10.53	112	76
7	21.05	1.23	75.00	90.12	*	8.64	76	81
8	34.57	1.49	61.73	88.06	*	10.45	81	67
All Grades	20.45	7.14	72.86	83.04	6.69	9.82	269	224

Conclusions based on this data:

1. 50.8% of all English learners are a level 3 or 4 overall in English language development.
2. Oral Language is stronger than Written Language with 71.5% of all students scoring a level 3 or 4 in Oral Language compared to 30.3% of all students scoring a level 3 or 4 in Written Language.

3. The Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 48.2% of all students scoring at the "beginning" level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
918	84.5	29.3	0.4
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	269	29.3
Foster Youth	4	0.4
Homeless	33	3.6
Socioeconomically Disadvantaged	776	84.5
Students with Disabilities	127	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	3.3
American Indian	3	0.3
Asian	27	2.9
Filipino	11	1.2
Hispanic	739	80.5
Two or More Races	8	0.9
Pacific Islander	9	1.0
White	91	9.9





Conclusions based on this data:

1. Arizona Middle School has a diverse population of students.
2. Approximately 84% of the students are considered socioeconomically disadvantaged.
3. Similar to many middle schools in Riverside County, the student enrollment at Arizona Middle School has declined over the past three years.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. The Overall Performance for Mathematics has improved over the past 2 years.
2. The Overall Performance for English Language Arts has slightly improved over the past 2 years.
3. The Overall Performance for both Chronic Absenteeism and Suspension Rate have seen a slight improvement, but there is still a lot of room for improvement.

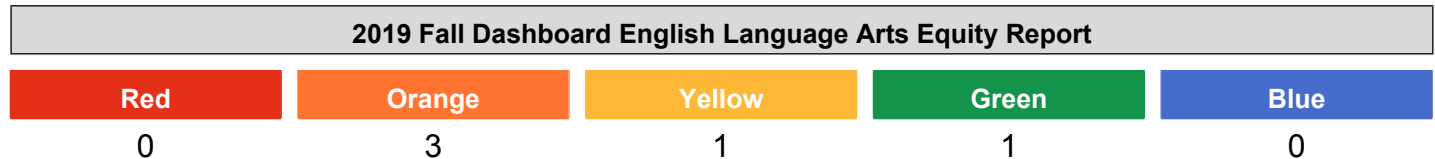
School and Student Performance Data

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  Yellow 30.5 points below standard Increased ++3.9 points 853	English Learners  Yellow 44.4 points below standard Increased ++4.3 points 397	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 39.5 points below standard Increased Significantly ++28.4 points 29	Socioeconomically Disadvantaged  Orange 37.4 points below standard Maintained ++2.6 points 725	Students with Disabilities  Orange 107.7 points below standard Increased Significantly ++20.2 points 127

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 37.3 points below standard Increased ++10.9 points 27	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 8.6 points above standard Increased ++4.6 points 24	Filipino  No Performance Color 41.5 points above standard 11
Hispanic  Orange 36.3 points below standard Maintained ++2.4 points 690	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  Green 4 points above standard Increased ++11.3 points 84

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 104 points below standard Declined -4.9 points 204	Reclassified English Learners 18.7 points above standard Maintained ++1.5 points 193	English Only 28.2 points below standard Maintained ++0.1 points 400
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Conclusions based on this data:

1. The English Language Arts Performance for All Students increased by 3.9 points from the previous year with 30.5 points below standard.
2. The English Language Arts Performance for Students with Disabilities increased by 29.2 points from the previous year. However, it is still at 107.7 points below standard.
3. The Academic Performance area for English Language Arts currently shows that we have 0 sections in Red, 3 sections in Orange, 1 section in Yellow and 1 section in Green.

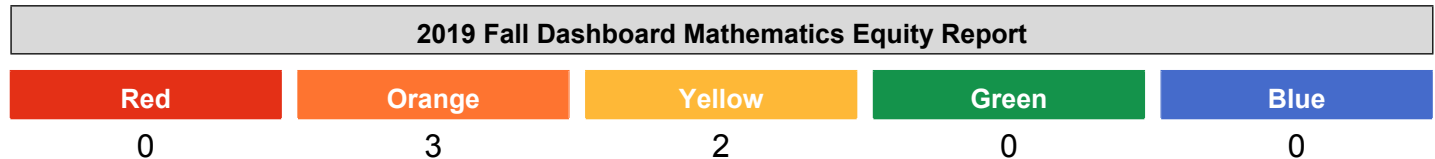
School and Student Performance Data

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 56.1 points below standard Maintained ++1.7 points 852	English Learners  Yellow 71.8 points below standard Increased ++3.1 points 396	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 45.8 points below standard Increased Significantly ++38.9 points 29	Socioeconomically Disadvantaged  Orange 62.1 points below standard Maintained ++0.8 points 724	Students with Disabilities  Orange 154.6 points below standard Increased ++13.8 points 127

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 75.7 points below standard Declined -10.3 points 27	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 2.4 points above standard Increased ++3.8 points 24	Filipino  No Performance Color 27 points above standard 11
Hispanic  Orange 61.6 points below standard Maintained ++0.5 points 689	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  Yellow 29.4 points below standard Increased ++12.2 points 84

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 129.2 points below standard Declined -5.7 points 203	Reclassified English Learners 11.4 points below standard Maintained ++0.2 points 193	English Only 54.2 points below standard Declined -3.6 points 400
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Conclusions based on this data:

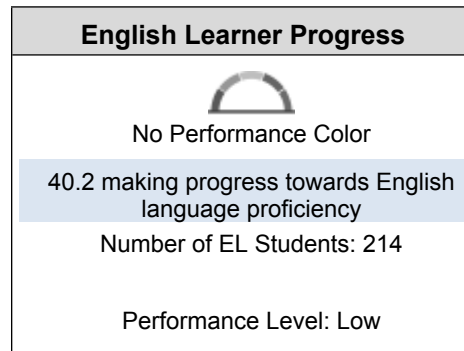
1. The Mathematics Performance for All Students maintained by increasing 1.7 points from the previous year. However it is still 56.1 points below standard.
2. The Mathematics Performance for students with disabilities increased by 13.8 points from the previous year. However, it is still at 154.6 points below standard.
3. The Academic Performance area for Mathematics is higher than our ELA Performance, however it still has room for improvement with it 0 sections in Red, 3 sections in Orange, and 2 sections in Yellow.

School and Student Performance Data

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
27.5	32.2	7.0	33.1

Conclusions based on this data:

- 2019 Data shows that 33.1% of English Learners Progressed at least one ELPI Level.
- 2019 Data shows that 32.2% English Learners Maintained ELPI levels 1, 2L, 2H, 3L, or 3H.
- 2019 Data shows that 27.5% English Learners Decreased one ELPI Level.

School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	4	0	0

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  Orange 12.1 Maintained -0.4 953	English Learners  Yellow 11 Declined -2.1 282	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  Red 23.8 Increased +8.2 42	Socioeconomically Disadvantaged  Yellow 12.7 Declined -0.6 810	Students with Disabilities  Yellow 16.2 Declined -4.5 142

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 26.5 Increased +2 34	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 3.6 Declined -2.7 28	Filipino  No Performance Color 0 11
Hispanic  Orange 11.6 Maintained +0.4 766	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  Yellow 16 Declined -0.5 94

Conclusions based on this data:

1. The Chronic Absenteeism Dashboard shows that 12.1% of all students were Chronically Absent from school; which was maintained from the previous year.
2. 23.8% of Homeless students were chronically absent; which was an increase of 8.2%.
3. 26.5% of African American's were chronically absent ; which was an increase of 2%.

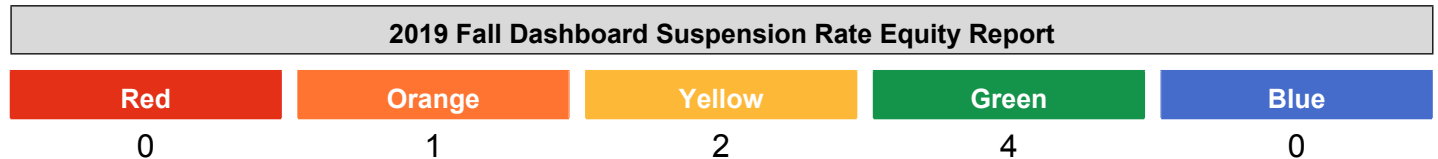
School and Student Performance Data

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  Green 5.5 Declined -2.6 984	English Learners  Green 5.9 Declined -0.5 290	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  Yellow 10.2 Declined -3.3 49	Socioeconomically Disadvantaged  Green 5.6 Declined -2.5 832	Students with Disabilities  Orange 9.5 Maintained -0.2 147

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 10 Declined -6.7 40	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color 3.6 Increased +3.6 28	Filipino  No Performance Color 9.1 11
Hispanic  Green 5.3 Declined -2.7 788	Two or More Races  No Performance Color Less than 11 Students - Data 8	Pacific Islander  No Performance Color Less than 11 Students - Data 9	White  Green 5.2 Declined -1.4 97

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8	5.5

Conclusions based on this data:

1. The Dashboard shows that 5.5% of students were suspended at least once during the school year; which is an decrease of 2.6%.
2. The Dashboard shows that each African American students had a decrease in suspensions by 6.7%.
3. The 3 year comparison shows that the suspension rates have decrease each year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

State Measure:

Arizona Middle School will have a 2% increase in the percent of students that have met or exceeded standard in the overall ELA standards and Math standards in the CAASPP Summative Assessment. *Students did not participate in the 2019-2020 or 2020-2021 CAASPP Summative Assessment due to school closures from the COVID-19 Pandemic. 2018-2019 CAASPP Summative Results showed that 38.17% of students met or exceeded the ELA Standards and 30.71% of students met or exceeded the Math Standards.

Local Measure:

iReady: Due to COVID closure in the 2019-2020 school year SBAC Summative Assessments were not administered to our students at Arizona Middle School. In the 2020-2021 school year we administered the iReady Diagnostic in English Language Arts and Mathematics during the school year. For the purposes of the goals developed this school year, we utilized the iReady Spring data for English Language Arts and Mathematics as that was the district wide local measure. The Spring iReady Math Diagnostic Assessment Results indicated that 47% of Arizona students identified as in need of Tier 3 interventions. The Spring iReady English Language Arts Diagnostic Assessment Results indicated that 54% of Arizona students identified as in need of Tier 3 interventions. Based on these iReady Math and English Language Arts Diagnostic Assessment Results, we will need to decrease the number of students identified as in need for Tier 3 interventions by 10% in both Math and English Language Arts.

Local Measure:

By June of 2022, 90% of all Arizona Middle School students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history; with no more than one failing grade in physical education or elective classes. *In the 2018-2019 school year, 84% of 8th graders met promotion requirements, 70% of 7th graders met promotion requirements, and 85% of 6th graders met promotion requirements. District promotion requirements were difficult to gauge in the 2019-2020 & 2020-2021 school year due to COVID-19 School Closures.

Local Measure:

Arizona Middle School's end of the year English Language Arts, Math, and History/Social Studies goals will be that 100% of students will be provided the following strategies: Critical Reading, Constructed Response, Summary Writing, Oral Discourse development to include presentation skills, debate skills, Focused Note Taking/revision, and Inquiry-based Questioning as supported by Costa's Levels of Thinking.

Local Measure:

Arizona Middle School's Science Goal is that at least 70% of students will score a C or higher on the mid-term exam given in December 2021 and final exams given in May 2022.

ELL State Measure:

Arizona Middle School's English Language Learner goal for 2021-2022 is that 40% of students taking the ELPAC will have their overall Language score increase by at least 1 ELPI Level. 2019-2020 ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level.

ELL Local Measure:

By June of 2022, a minimum of 25% of the EL students will reclassify as fluent English proficient. 2020 Data shows that 21.9% of EL students reclassified as fluent English proficient.

Identified Need(s)

Arizona Middle School's identified needs for the 2021-2022 school year are that each subject will create and administer common assessments at least every six week grading period to guide instruction, improve teacher collaboration, check for understanding, revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement. These common assessments will consist of Interim Assignments for ELA and Math, and common questions for Science and History.

As an identified ATSI (Additional Targeted Support and Improvement) School, Arizona Middle School will work to decrease the Chronic Absenteeism Rate (26.5%) of African American Students. This will be addressed by increasing parents involvement by implementing parent trainings/workshops, implementing a student/teacher mentoring program, offering rewards/incentives to improve attendance, and provide a teacher training on Unintentional Bias.

Arizona Middle School also identified the need to actively tutor under performing students throughout the year to help increase student understanding and increase student achievement. These tutoring sessions will be available before school and after school to assist students with completing assignments and raising their grades.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, iReady Diagnostic Assessment Results, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Interim Assessments, etc.	2018-2019 CAASPP Summative Results showed that 29.4% of students met the ELA Standards and 18.5% of students met the Math Standards. In the 2018-2019 school year, 84% of 8th graders met promotion requirements, 70% of 7th graders met promotion requirements, and 85% of 6th graders met promotion requirements. District promotion requirements were	Teachers, Counselors, and Administration will monitor student iReady Diagnostic Assessment Results and/or Interim assessment/common assessment scores, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place to meet the needs of students earning D's and F's. Administration will meet with all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>hard to gauge in the 2018-2019 school year due to the school closures due to the COVID-19 Pandemic. 2019-2020 ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level. 2020 Data shows that 21.9% of EL students reclassified as fluent English proficient.</p> <p>; we have trained all teachers in literacy strategies with an increased focus on collaborative study groups; and we are currently providing extended learning opportunity tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period, as well as students identified as Title I.</p> <p>The Spring iReady Math Diagnostic Assessment Results indicated that 47% of Arizona students identified as in need of Tier 3 interventions. The Spring iReady English Language Arts Diagnostic Assessment Results indicated that 54% of Arizona students identified as in need of Tier 3 interventions.</p>	<p>grade level departments following every 6 week grading period.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School's teachers will create and administer common assessments (by subject/grade level) at least every six week grading period to guide instruction, improve teacher collaboration, check for understanding, revisit misunderstood concepts, improve instructional

practices for future years, and increase student achievement. These common assessments will consist of Interim Assignments for ELA and Math, and common questions for Science and History.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Served by this Strategy/Activity

Strategy/Activity

Intervention:

Physical and/or Digital Resources will be purchased with LCFF-LI Funds to assist students in ELA, Math, History, and/or Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student Served by this Strategy/Activity

Strategy/Activity

Student Engagement and Recognition Supplemental materials Physical and/or Digital Materials to support student learning including, but not limited to, digital resources for (Science, History, ELA, and/or Math), document cameras, printers, ink, laminate, Probook/laptops, student planners, projectors, smart boards, bulbs, computers, tablets, ink, card-stock, folders, binders, notebooks, manipulative's, and reading resources, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Counselor promotion presentations will be given to all students and will be followed by individual student/parent counselor meetings for those not meeting promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

Teacher Professional Development Days/workshops on best practices and instructional support in research based instruction strategies for Title 1 Identified students. Title 1 Funds to cover registration fees, certificated additional hours, and/or sub costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Teachers use Professional Learning Community time for grade-level/department development of lesson plans, pacing guides, common assessments, and instructional materials that support first best instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

AVID Tutors will assist AVID Classes with Tutorials and Socratic Seminars; AVID Field Trips, AVID Training for AVID Teachers/Tutors; AVID Strategies training for non-AVID Teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
2000-2999: Classified Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 / Before School and After School Tutoring

Strategy/Activity

Tutoring: Teachers will tutor Title 1 Identified students before school and/or after school to help students with homework assistance in all class and/or ELA/Math skills in preparation for the State Summative Assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served by this strategy/activity

Strategy/Activity

Core Subjects of Math, ELA, History, and Science will meet with the departments during the summer and/or during the school year to plan for the upcoming school year and create Interim Assessments to help prepare for the CAASPP Summative Assessment. The funds will cover registration fees, sub coverage and/or certificated pay for additional hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,260	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students/Families

Strategy/Activity

Childcare and Translation will be provided for ELAC, PIQE Meetings, and Parent Conferences/Back-To-School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Physical and/or Digital materials to assist EL students in core academic and elective classroom environments to provide differentiated instruction, assist students in closing the achievement gap, and provide them with access to rigorous academic content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

Physical and/or Digital materials to assist Title 1 identified students in core academic and elective classroom environments to provide differentiated instruction, assist students in closing the achievement gap, and provide them with access to rigorous academic content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students/Families

Strategy/Activity

Conference for ELD/AALD teachers, conference for ELAC Parents (CABE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

District Approved Copies Maintenance for copies that are made for Title 1 identified students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,300	Title I 7000-7439: Other Outgo

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

Library Books to be purchased for Title 1 Identified students. Book cover many different topics/interests and help students become interested in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Tutoring for EL Students: Before School and/or After School Tutoring for EL Students to provide assistance with language development, homework assistance, and preparation for the ELPAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,340	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Teachers provide all students with Common Core aligned lessons and materials (Units of Study).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to be served by this strategy/activity. Students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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0	
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Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

SWD Direct service classes in language arts, math, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment). Indirect stduents placed in clusters to be served by a push in collab model with the general education teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

State Measure:

Arizona Middle School will have a minimum of 80% of classroom teachers trained in AVID WICOR Strategies by the end of the 2021-2022 school year. Currently 74% of Arizona teachers are trained in AVID WICOR Strategies.

Local Measure:

By June 2022 100% of AVID trained teacher will be consistently using WICOR strategies in their classrooms.

Local Measure:

By June of 2022, 95% of 7th grade and 8th grade students will have taken a mock pre-collegiate preparation exam.

Identified Need(s)

Arizona Middle School's identified needs for the 2021-2022 school year are that each subject will create and administer common assessments at least every six week grading period to guide instruction, improve teacher collaboration, check for understanding, revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement. These common assessments will consist of Interim Assignments for ELA and Math, and common questions for Science and History.

As an identified ATSI (Additional Targeted Support and Improvement) School, Arizona Middle School will work to decrease the Chronic Absenteeism Rate (26.5%) of African American Students. This will be addressed by increasing parents involvement by implementing parent trainings/workshops, implementing a student/teacher mentoring program, offering rewards/incentives to improve attendance, and provide a teacher training on Unintentional Bias.

Arizona Middle School also identified the need to actively tutor under performing students throughout the year to help increase student understanding and increase student achievement. These tutoring sessions will be available before school and after school to assist students with completing assignments and raising their grades.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, iReady Diagnostic Assessment Results, Interim Assessments, etc.	Currently 74% of Arizona teachers are trained in AVID WICOR Strategies. The Spring iReady Math Diagnostic Assessment Results indicated that 47% of Arizona students identified as in need of Tier 3 interventions. The Spring iReady English Language Arts Diagnostic Assessment Results indicated that 54% of Arizona students identified as in need of Tier 3 interventions. We have trained all teachers in literacy strategies with an increased focus on collaborative study groups; and we are currently providing extended learning opportunity tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period, as well as students identified as Title I.	Teachers, Counselors, and Administration will monitor student iReady Diagnostic Assessment Results and/or MDTP assessment scores and/or Interim assessment/common assessment scores, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2022 to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Conferences and/or Professional Development to assist teachers with strategies and best practices for assisting ELL Students. These conferences will be off-site PD or on Site PD with the instructional coach, working on best practices for assisting ELL Students. Resources to be used to cover registration costs, sub coverage, and/or additional hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

Teachers receive ongoing instructional support in research based instruction strategies for Title 1 Identified student by the instructional coach during school days. Teacher Leadership PD Days to work on instructional support for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School's teachers will create/administer a common assessment (by subject/grade) at least every six week grading period to guide instruction, improve teacher collaboration, check for understanding of taught concepts/revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students will be served by this strategy/activity.

Strategy/Activity

Physical and/or Digital Resources will be purchased with LCFF-LI Funds to assist students in ELA, Math, History, and/or Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served by this strategy.

Strategy/Activity

Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to document cameras, printers, Probook/laptops, student planners, projectors, smart boards, bulbs, computers, tablets, ink, card-stock, folders, binders, notebooks, manipulative's, and reading resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Teachers use Professional Learning Community time for grade-level/department development of lesson plans, pacing guides, common assessments, and instructional materials that support first best instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

AVID Tutors will assist AVID Classes with Tutorials and Socratic Seminars; AVID Field Trips, AVID Training for AVID Teachers/Tutors; AVID Strategies training for non-AVID Teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

31,455

AVID
2000-2999: Classified Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students/Families

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Students

Strategy/Activity

Before and/or after school tutoring to assist the Title 1 identified students with homework in all subjects, as well as assistance in ELA, and Math strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Physical and/or Digital Resources will be purchased with LCFF-LI Funds to assist students in ELA, Math, History, and/or Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Physical and/or Digital Resources will be purchased with LCFF-LI Funds to assist students in ELA, Math, History, and/or Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students/Families

Strategy/Activity

Conference for ELD/AALD teachers, conference for ELAC Parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

Teachers provide all students with Common Core aligned lessons and materials (Units of Study).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served by this strategy/activity.

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

SWD Direct service classes in language arts, math, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment). Indirect students placed in clusters to be served by a push in collab model with the general education teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Counselor promotion presentations will be given to all students and will be followed by individual student/parent counselor meetings for those not meeting promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Identified Students

Strategy/Activity

Library Books to be purchased for Title 1 Identified students. Book cover many different topics/interests and help students increase interest in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,500

Title I
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Attendance: State Measure:

Arizona Middle School will decrease the Chronic Absenteeism rate in the California Dashboard by at least 2%. The 2019-2020 California Dashboard shows Arizona's Chronic Absenteeism rate at 12%. The African American student group will have a decrease in Chronic Absenteeism in the California Dashboard by at least 5%. The 2019-2020 California Dashboard shows the Chronic Absenteeism Rate for African American students at 26.2%.

The homeless student group will have a decrease in Chronic Absenteeism in the California Dashboard by at least 5%. The 2019-2020 California Dashboard shows Chronic Absenteeism rate for homeless students at 25%.

Attendance: Local Measure:

By June 2022, the average daily attendance will increase by 0.5%. The 2019-2020 average daily attendance was 96%.

Suspensions: State Measure:

Arizona Middle School will decrease the suspension rate in the California Dashboard by at least 1 percent. The 2019-2020 California Dashboard shows Arizona's suspension rate at 5.5 percent.

Parent Engagement: Local Measure

By June 2022, parent involvement will increase by adding at least 1 parent event per month.

Identified Need(s)

Arizona Middle School's identified needs for the 2021-2022 school year are that each subject will create and administer common assessments at least every six week grading period to guide instruction, improve teacher collaboration, check for understanding, revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement. These common assessments will consist of Interim Assignments for ELA and Math, and common questions for Science and History.

As an identified ATSI (Additional Targeted Support and Improvement) School, Arizona Middle School will work to decrease the Chronic Absenteeism Rate (26.5%) of African American Students. This will be addressed by increasing parents involvement by implementing parent trainings/workshops, implementing a student/teacher mentoring program, offering rewards/incentives to improve attendance, and provide a teacher training on Unintentional Bias.

Arizona Middle School also identified the need to actively tutor under performing students throughout the year to help increase student understanding and increase student achievement. These tutoring sessions will be available before school and after school to assist students with completing assignments and raising their grades.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Monthly ADA reports and District Chronic Absent reports to monitor attendance.</p> <p>Monthly review of discipline data to include AERIES Analytics dashboard.</p> <p>Suspension and expulsion data from district and California School Dashboard 5x5 grid.</p> <p>Number of parent events/workshops currently held.</p>	<p>Arizona Middle School's Chronic Absenteeism rate in the California Dashboard is at 12%. The African American student group Chronic Absenteeism rate in the California Dashboard is at 26%. The homeless student group Chronic Absenteeism rate in the California Dashboard is at 25%. Current average daily attendance is 96%.</p> <p>Arizona Middle School's suspension rate in the California Dashboard is at 5.5 percent.</p> <p>8 Parent events were held during the 2019-2020 school year.</p>	<p>Monthly ADA is charted and presented to parent groups (i.e. ELAC, SSC) and addressed at staff meetings.</p> <p>Student mentoring groups will be established to work with students to create a welcoming environment to increase student attendance. These mentoring groups will reward students for good attendance and grades.</p> <p>Comparison of annual suspension and expulsion findings from Students Services will be addressed at all Staff Meetings and Parent Meetings.</p> <p>Number of parent events/workshops will be increased and compared by previous years.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this Strategy/Activity

Strategy/Activity

Attendance Incentives: Student awards, incentives, certificates will be used to increase student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Attendance
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student will be served by this strategy/activity.

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students/Families

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3600

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students/Families

Strategy/Activity

Childcare and Translation will be provided for ELAC, PIQE Meetings, and Parent Conferences/Back-To-School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students/Families

Strategy/Activity

Conferences/Workshops for teachers and/or parents to assist EL Students and conference for ELAC parents and/or EL Parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF-EL
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc. Materials and supplies for Family Engagement events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

All teachers will be aware of patterns of student behavior, building relationships with students, connecting students to school activities and clubs, carnivals, promotion activities, and maintaining a positive and caring climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

The Student Success Team (SST) works with students who are identified and referred by their teachers, counselors, and parents as having academic or social problems. The SST monitors student growth and progress and calls regular meetings to get feedback from parents, staff, and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

A mental health service provider and Wylie Counselor will be on site and available to students, parents, and teachers 2 days a week for support in mental health, building social skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

Students identified as having chronic absenteeism or being previously suspended from school will meet with administration or the Wylie counselor at least once a week to discuss way to increase attendance or improve behavior to get them on track to be promotion eligible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity

Strategy/Activity

The guidance office provides students with short-term crisis intervention counseling, referral services, drug and alcohol awareness education, bullying presentations, and support groups. Currently our focus includes college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Counselors discuss organization, responsibility and study skills with students. The guidance office and support personnel also provide program changes based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

The school rules/student behavior skills are read over the morning announcements on a weekly basis. 1st and 2nd semester assemblies discuss the school rules and consequences. Incentives are offered to students/grades that are following the school rules. Administration does classroom visits to discuss grades and student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are served by this strategy/activity

Strategy/Activity

School Resources Officer is on call, Wylie Center and PrimeTime counseling resources are available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are served by this strategy/activity.

Strategy/Activity

An annual Anti-Bullying video presentation (created by the students) is provided to all students by administration and staff. The counselors provide Anti-Bullying Training to students, staff, and

parents. Anti-Bullying Institute will provide an Anti-Bullying Workshop for parents. The Counselors are accessible by students submitting an online referral to see them. Students can anonymously report incidents of bullying or school rules violations online through the school website or through the QR Code which is displayed throughout campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

High visibility by school administrators, counselors, OCI Teacher, and campus supervisors before school, during passing periods, during lunch, and after school. An adult is always present to provide support where needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student will be served by this strategy/activity.

Strategy/Activity

AVID Lesson/strategies include important life and character building components. District UPO's incorporate values, morals, ethics, and character building.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy/activity.

Strategy/Activity

Suspension and expulsion data will be reviewed with advisory groups and alternatives to suspension will be reviewed with this group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor student groups (that have been identified through ATSI and/or struggling with attendance/grades/etc.) throughout the year to help increase student understanding, student achievement and to create an environment in which students want to attend class each day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,325

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to be served by this strategy/activity and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans. Training may cover Unintentional Bias Conference to assist with continuing to create a welcoming environment for our ATSI identified students to increase student attendance. Costs to cover sub costs, registration fees, fees for PD to present to teachers, and/or additional hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$192,916.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,780.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$28,125.00

Subtotal of additional federal funds included for this school: \$28,125.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Attendance	\$2,000.00
AVID	\$31,455.00
LCFF-EL	\$21,940.00
LCFF-LI	\$28,260.00

Subtotal of state or local funds included for this school: \$83,655.00

Total of federal, state, and/or local funds for this school: \$111,780.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	21,940.00	0.00
LCFF-LI	28,260	0.00
Title I	28,125.00	0.00
AVID	31,455.00	0.00
Attendance	2,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	2,000.00
AVID	31,455.00
LCFF-EL	21,940.00
LCFF-LI	28,260.00
Title I	28,125.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	38,525.00
2000-2999: Classified Personnel Salaries	32,455.00
4000-4999: Books And Supplies	27,500.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
7000-7439: Other Outgo	6,300.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Attendance	2,000.00
2000-2999: Classified Personnel Salaries	AVID	31,455.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	11,940.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	7,000.00
None Specified	LCFF-EL	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	10,260.00
4000-4999: Books And Supplies	LCFF-LI	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	16,325.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
7000-7439: Other Outgo	Title I	6,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,900.00
Goal 2	34,955.00
Goal 3	21,925.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jeffrey Diulio School Principal

Kristin Inae, Katie Gutierrez, Johanna Newman, Ujima Thompson Classroom Teachers

Desere Mergil Other School Staff

Belinda Barajas, Blanca Viveros, Margarita Perez Parent or Community Members

David Mahfoz, Destiny Serrano, Vanessa Tamayo Secondary Students

Name of Members	Role
Jeffrey Diulio	Principal
Kristin Inae	Classroom Teacher
Katie Gutierrez	Classroom Teacher
Johanna Newman	Classroom Teacher
Ujima Thompson	Classroom Teacher
Desere Mergil	Other School Staff
Belinda Barajas	Parent or Community Member
Margarita Perez	Parent or Community Member
Blanca Viveros	Parent or Community Member
David Mahfoz	Secondary Student
Destiny Serrano	Secondary Student
Vanessa Tamayo	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/19/21.

Attested:



Principal, Jeffrey Diulio on 05/19/2021



SSC Chairperson, Kristin Burrell-Inae on 05/19/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Arizona Middle School

SCHOOL-PARENT COMPACT

Arizona Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2020-2021.

School Responsibilities

Arizona Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *Provide high quality teaching and learning by teachers identified as highly qualified as defined by the State of California.*
 - *Use State performance data for English Language Arts, Mathematics, and English Learner Levels, and Lexile data to support student achievement and alignment to achievement levels.*
 - *Provide access to technologies that support student learning, achievement, and college/career readiness.*
 - *Provide access to extended learning opportunities that are strategically aligned to the school day and include teaching and learning systems that support literacy across grades 6, 7, and 8 and within and across content areas.*
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *At minimum twice annually (in the fall and spring semesters).*
 - *Additional conferences may be held to better support identified students at minimum once every grading period (a period of 6 weeks).*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *Access to real-time grading and student progress via AERIES Parent Portal—gradebook.*
 - *Four six-week progress report updates and two semester grade reports.*
 - *Individual in-person, phone, and/or email communication regarding student progress from site counselors.*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Parents have access to teachers, counselors, instructional coaches, after school programs staff, and administration during scheduled preparation/meeting periods as prescheduled between the site and parent. Staff can be available during other times as arranged by site staff and parents.*
 - *Furthermore, the site agrees to be available on-site scheduled conference days, beyond those scheduled by the district for all schools.*
5. Provide parents opportunities to volunteer and participate in their child's academic/instructional program to include: in class, classroom activities, and leadership teams and planning teams as follows:
- *Parents may volunteer via site parent groups (SSC, ELAC, ATP, PTSA) or on an individual basis without affiliation to any of the noted groups.*
 - *Parents may also observe and/or participate in school and classroom instructional/academic activities with prior notification to site administration.*
 - *Parents are also strongly encouraged to participate in Title I Partnership groups to advise and evaluate Arizona Middle School Title I programs.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance to insure 95% or higher student attendance.*
- *Making sure that classwork and homework assignments are completed regularly and timely.*
- *Monitoring distracting extracurricular activities that impede academic performance.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Furthermore, staying informed about my child's education and academic progress using technology resources provided by the school and district such as AERIES Parent Portal.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Site Council, the English Learner Advisory Committee or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards and those of Arizona Middle School and the Alvord Unified School District. Specifically, we will:

- *Fulfill all expectations within the school day to include, but not limited to, in class activities, classwork, and practice opportunities. As needed these may also include Extended Learning Opportunity After School Programs.*

- *Behave in an appropriate manner that represents a successful, prepared, and academically-focused student.*
- *Complete homework and ask for help when I need to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Track and monitor my progress local assessments, Lexile growth, and course grading using AERIES student access.*

Additional Required School Responsibilities

Arizona Middle School will:

1. Involve parents in the planning, review, evaluation of effectiveness, and overall improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Reports of performance related to reading will be supported via a site-adopted reading program that supports student Lexile levels aligned with State assessment data for English Language Arts.
8. Provide each parent timely notice when their child has been assigned or has

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Escuela Intermedia Arizona

Acuerdo entre la Escuela y los Padres

La Escuela Intermedia Arizona y los padres de alumnos que participan en actividades, servicios y programas auspiciados por Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA), coinciden en que este acuerdo describe cómo los padres, todo el personal escolar y los alumnos compartirán la responsabilidad para mejorar el rendimiento académico de los alumnos y los medios por lo que cada escuela y padres construirán y desarrollarán una colaboración que ayudará a los estudiantes a lograr los altos estándares del Estado. Este acuerdo entre la escuela y los padres está en vigor durante el año escolar 2020-2021.

Responsabilidades de la escuela

La Escuela Intermedia Arizona:

1. Proporcionará un currículo e instrucción de alta calidad dentro de un ambiente de aprendizaje efectivo y de apoyo que permita que los niños participantes cumplan con los estándares académicos del Estado de la siguiente manera:
 - *Proporcionar enseñanza y aprendizaje de alta calidad por medio de maestros identificados como altamente calificados como lo define el Estado de California.*
 - *Usar datos del desempeño del estado para Artes de Lenguaje en Inglés, Matemáticas, Niveles de Alumnos Aprendiendo Inglés y datos del nivel Lexile para apoyar el rendimiento de los alumnos y la alineación con los niveles de rendimiento.*
 - *Proporcionar acceso a tecnologías que apoyen el aprendizaje, rendimiento y preparación para la universidad/carrera de los alumnos.*
 - *Proporcionar acceso a oportunidades de extensión de aprendizaje que estén estratégicamente alineadas al día escolar e incluyan sistemas de enseñanza y aprendizaje que apoyen la lectoescritura a través de los grados 6, 7, 8 dentro y a través de áreas de contenido.*
2. Realizar conferencias de padres y maestros durante las cuales se hablará de este acuerdo en relación con el rendimiento individual del niño. La escuela proporcionará reportes específicamente de la siguiente manera:
 - *Mínimo dos veces al año (durante los semestres de otoño y primavera).*
 - *Se pueden realizar conferencias adicionales para apoyar mejor a estudiantes identificados por lo menos una vez en cada período de calificaciones (6 semanas).*
3. Proporcionar a los padres frecuentes reportes del progreso de sus hijos. La escuela proporcionarán específicamente los reportes de la siguiente manera:
 - *Acceso al progreso y calificaciones más recientes a través del libro de calificaciones en el portal para padres de AERIES.*
 - *Cuatro reportes de seis semanas con actualizaciones de progreso y dos reportes de calificaciones por semestre.*
 - *Comunicación individual con el consejero en persona, por teléfono o correo electrónico en relación al progreso del alumno.*
4. Proporcionar a los padres un acceso razonable al personal escolar. Específicamente, el personal estará disponible para consulta con los padres de la siguiente manera:

- *Los padres tienen acceso a maestros, consejeros, asesores de instrucción, personal de programas extracurriculares y administración durante los períodos programados de preparación/juntas según lo dispuesto previamente entre la escuela y los padres. El personal puede estar disponible en otras ocasiones según lo disponga el personal escolar y los padres.*
 - *Además, la escuela acepta estar disponible en días de conferencias, más allá de las programadas por el distrito para todas las escuelas.*
5. Proporcionar oportunidades para que los padres sean voluntarios y participen en el programa de instrucción/académico de sus hijos, incluyendo: en clase, actividades en el salón de clase y equipos de liderazgo y planeación de la siguiente manera:
- *Los padres pueden ser voluntarios a través de los grupos escolares de padres (SSC, ELAC, ATP, PTSA) o de manera individual sin afiliación a ninguno de los grupos mencionados.*
 - *Con notificación previa a la administración escolar, los padres también pueden observar y/o participar en actividades educativas/académicas de la escuela y del salón.*
 - *También se recomienda encarecidamente a los padres a participar en grupos de Título I para asesorar y evaluar los programas Título I de la Escuela Intermedia de Arizona.*

Responsabilidades de los padres de familia

Nosotros como padres de familia, apoyaremos en aprendizaje de nuestros hijos de la siguiente manera:

- *Supervisando la asistencia escolar para asegurar 95% o más de asistencia estudiantil.*
- *Asegurándonos de que el trabajo en clase y las tareas se completen de manera regular y puntual.*
- *Supervisando actividades extracurriculares que distraigan e impidan el rendimiento académico.*
- *Siendo voluntarios en el salón de nuestros hijos.*
- *Participando, cuando sea apropiado, en las decisiones relacionadas con la educación de nuestros hijos.*
- *Promoviendo el uso positivo del tiempo extracurricular de nuestros hijos.*
- *Manteniéndonos informados acerca de la educación de nuestros hijos y comunicándonos leyendo a la brevedad posible todos los avisos de la escuela o del Distrito, que recibamos por medio de nuestros hijos o por correo y respondiendo de manera apropiada.*
- *Además, mantenernos informados acerca de la educación y progreso académico de nuestros hijos utilizando recursos tecnológicos provistos por la escuela y el Distrito, tales como el Portal en AERIES para padres.*
- *Participando, en la medida de lo posible, en grupos asesores de políticas, tales como Título I, representante de los padres en el Equipo de Mejoramiento Escolar, Comité Asesor de Políticas del Título I, Comité Asesor de Políticas de todo el Distrito, Comité de Profesionales del Estado, Concilio Escolar, Comité Consejero para Aprendices del Idioma Inglés u otros grupos de asesoría o políticas escolares.*

Responsabilidades de los alumnos

Nosotros como alumnos, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr los altos estándares del Estado, de la Escuela Intermedia Arizona y del Distrito Escolar Unificado Alvord. Especialmente con lo siguiente:

- *Cumplir con todas las expectativas dentro del día escolar incluyendo entre otras, actividades en clase, trabajo en clase y oportunidades de práctica. Según sea necesario, estos también pueden incluir programas después de clases como Oportunidad de Ampliación de Aprendizaje.*
- *Comportarse de una manera apropiada que represente a un estudiante exitoso, preparado y centrado académicamente.*
- *Completar la tarea y pedir ayuda cuando la necesite.*
- *Entregar todos los días a mis padres o al adulto que es responsable de mi bienestar todos los avisos e información que recibí de mi escuela.*
- *Realizar un seguimiento y supervisar el progreso de mis evaluaciones locales, el progreso de Lexile y la calificación de los cursos mediante el acceso para alumnos en AERIES.*

Responsabilidades adicionales requeridas en la escuela

La Escuela Intermedia Arizona:

1. De manera organizada, continua y oportuna, incluirá a los padres en la planeación, revisión, evaluación de efectividad y el mejoramiento en general de la política escolar de participación de padres.
2. De manera organizada, continua y oportuna, incluirá a los padres en el desarrollo conjunto de todo plan de programas escolares.
3. Organiza una junta anual para informar y explicar a los padres acerca la participación de la escuela en los programas, requisitos y derecho de los padres a participar en los programas de la Parte A de Título I. La escuela convocará la junta a una hora conveniente para los padres y ofrecerá un número flexible de juntas adicionales de participación de los padres, como por la mañana o por la noche, para que puedan asistir la mayor cantidad posible de padres. La escuela invitará a todos los padres de niños que participan en los programas del Título I, Parte A (estudiantes participantes) a esta junta y los alentará a asistir.
4. Proporcionar información a los padres de alumnos participantes de manera comprensible y en un formato unificado, incluyendo formatos alternativos cuando lo soliciten padres con discapacidades y hasta donde sea posible, en un lenguaje que los padres puedan entender.
5. Proporcionar a los padres de alumnos participantes información de manera oportuna acerca de los programas Parte A de Título I que incluya una descripción y explicación del currículo escolar, las maneras de evaluaciones académicas usadas para medir el progreso de los alumnos y niveles de dominio que se espera que logren.
6. Cuando los padres lo soliciten, proporcionar oportunidades para juntas regulares para que expresen sugerencias y participen, según sea apropiado, en las decisiones acerca de la educación de sus hijos. La escuela responderá a dichas sugerencias lo más pronto que le sea posible.
7. Proporcionar a cada padre de familia un reporte individual acerca del rendimiento de sus hijos en los exámenes estatales en por lo menos Matemáticas, Artes de Lenguaje y Lectura. Reportes de rendimiento relacionados con lectura serán apoyados por medio de programas de lectura adoptados por la escuela para apoyar los niveles *Lexile* alineados con los datos de Artes de Lenguaje en Inglés de exámenes estatales.
8. Proporcionar a cada padre de familia un aviso oportuno cuando su hijo haya sido asignado o dado enseñanza por cuatro (4) o más semanas consecutivas por un maestro que no esté altamente calificado dentro de los requisitos que manda la sección 200.56 de los Reglamentos más recientes de Título I (67 Fed. Reg. 71710, diciembre 2, 2002).

Arizona Middle School
Title I Targeted Assistance School
Parent and Family Involvement Policy
2020-2021 to 2021-2022

Arizona Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Arizona Middle School has met with its parent groups to include ATP (Action Team Partnership), PTSA (Parent Teacher Student Association), ELAC (English Learner Advisory Council), and SSC (School Site Council) to develop the Title I Targeted Assistance School Parent and Family Engagement Policy. The policy will be reviewed once every two years, by all groups to include members of the school community. The policy is distributed to parents and family members of participating Title I students via the site's Wednesday Mailbag. Items are sent home with each student to provide to parents. Furthermore, the policy is available via the school's website and readily accessible at the following address <https://www.alvordschools.org/arizona>.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program

To involve parents and family members in the Title I program at Arizona Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
Arizona Middle School convenes this meeting during our annual Open House, which occurs in August at the beginning of each school year. At this time parents are invited and encouraged to attend, to inform about the school's participation under Title I to include the requirements and parent's right of involvement.
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
During the 1st and 2nd semesters Arizona Middle school provides additional meetings specific to Title I. These meetings are held in concert with Parent Teacher Conferences (a time when parents are on site). Arizona Middle School also includes Title I on the agenda of all parent/community group meetings to include SSC, ELAC, ATP, and PTSA.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
Input from parents and family's members of participating Title I students is arranged via scheduled meetings and meetings to parent groups and parent advisory committees.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.
Arizona Middle School provides quarterly written communication to parents of Title I students in addition to monthly verbal communications during parent group meetings, and twice-yearly communications during Title I specific meetings.

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Arizona Middle school provides parents and family members of participating Title I students an explanation of SBAC data, grades data, and Lexile data (currently provided by Meta Metrics—Achieve 3000) as a measure of student progress and proficiency levels students are expected to meet.

- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.

Arizona Middle School provides a list of meetings available to discuss and participate in decisions relating to the education of Title I identified children and students.

School-Parent Compact

Arizona Middle School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

Arizona Middle School developed the compact with Title I parents and family members input at SSC, ELAC, ATP, and PTSA group meetings. The school distributes the policy to Title I parents and family members via the Wednesday Mailbag. Attached is a copy of the compact to this policy.

Building Capacity for Involvement

Arizona Middle School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Arizona Middle School provides training topics at each of its parent/community group meetings.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Arizona Middle School provides individual parent meetings to support parents with respect to working with their children's achievement.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Arizona Middle School provides staff development monthly related to parent involvement via the ATP Team and PTSA Organization.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Arizona Middle School has integrated the parental involvement program with its Single Plan for Student Achievement, LCAP (Local Control Accountability Plan), and AVID (Advancement Via Individual Determination) Site Plan.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Arizona Middle School provides all written communications in both English and Spanish (other languages are included as identified and needed by participating parent/guardian groups). All automated-verbal communications are provided via a system that will translate to the parent's identified home language. Furthermore, the school's website can translate content to an identified parent's home language via Google Translate service adopted by the Alvord Unified School District.

- The school provides support for parental involvement activities requested by Title I parents.

Arizona Middle School provides support and resources for parents to be involved in activities that are requested by Title I parents.

Accessibility

Arizona Middle School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.

Adoption

This policy was adopted by Arizona Middle School School Site Council on May 28, 2020 and will be in effect for a period of two years (2020-21 & 2021-22)

Escuela Intermedia Arizona
Escuela Identificada para recibir ayuda Título I
Política de Participación de Padres y de Familias
2020-2021 & 2021-2022

La Escuela Intermedia Arizona desarrolló por escrito su política de Título I y participación familiar en conjunto con las sugerencias de padres y familiares de alumnos en el programa de Título I. Dicha política debe ponerse a disposición de la comunidad local y actualizarse periódicamente para cumplir con las cambiantes necesidades de la escuela y padres de familia. La Escuela Intermedia Arizona se ha reunido con los grupos de padres que incluyen: ATP (Equipo de Acción para las Asociaciones Escolares), PTSA (Asociación de Padres Maestros y Alumnos), ELAC (Comité Consejero para Aprendices del Idioma Inglés), y SSC (Concilio Escolar) para desarrollar la Política de Participación de Padres y Familias de la Escuela Identificada para recibir ayuda Título I. La política se revisará cada dos años, por todos los grupos incluyendo miembros de la comunidad escolar. La política se distribuye a padres y familiares de alumnos que participan en programas de Título I por medio de la bolsa de correo escolar del miércoles (Wednesday Mailbag). El documento se envía a casa con el alumno para que se lo entreguen a los padres. Además, la política está disponible a través del sitio web de la escuela y se puede acceder fácilmente en la siguiente dirección: <https://www.alvordschools.org/arizona>.

La política describe la manera para cumplir con el siguiente requisito de participación de padres y familiares en el programa de Título I. [20 USC 6318 Section 1118(a)-(f) inclusive]

Participación de Padres y Miembros de Familia en el Programa Título I

Se han establecido las siguientes prácticas para que los padres y miembros de familia Título I de la Escuela Intermedia Arizona participen:

- La escuela realiza una junta anual en un horario conveniente para que se invite y anime a que asistan los padres de los alumnos correspondientes, con el propósito de informarles acerca de la participación de la escuela en este programa, explicar los requisitos del Título I y su derecho a participar.
La Escuela Intermedia Arizona convoca a esta junta durante la noche anual de Exhibición Escolar, la cual ocurre en agosto al principio del año escolar. En este tiempo se invita y anima a los padres a que asistan a la junta para informarles acerca de la participación de la escuela en Título I e incluir los requisitos y su derecho a participar.
- La escuela ofrece un número indeterminado de juntas para los padres y miembros de familia en el programa Título I incluyendo juntas por las mañanas o tardes y con los fondos proporcionados bajo dicha sección, podrían proporcionarse transportación, cuidado infantil o visitas a los hogares, ya que estos servicios están relacionados a la participación de padres.
Durante el 1^{er} y 2^o semestre la Escuela Intermedia Arizona proporciona juntas adicionales específicas a Título I. Estas juntas se llevan a cabo junto con las conferencias de padres maestros (cuando los padres están presentes en la escuela). La Escuela Intermedia Arizona también incluye Título I en la agenda de todas las juntas de los grupos de padres/comunidad que incluyen SSC, ELAC, ATP, y PTSA.
- La escuela logra la participación de padres y familiares de alumnos en el programa Título I de manera organizada, constante y oportuna para la planeación, revisión y mejora de dichos programas y política de participación de padres Título I.
Los comentarios de los padres y los miembros de familia de los alumnos participantes de Título I se organizan a través de juntas programadas y juntas para grupos de padres y comités consejeros de padres.
- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I información oportuna acerca de dicho programa.

La Escuela Intermedia Arizona proporciona comunicación trimestral por escrito a los padres de los alumnos Título I, además de las comunicaciones verbales mensuales durante las juntas de grupos de padres y las comunicaciones dos veces al año durante las juntas específicas Título I.

- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I una explicación del currículo usado en la escuela, las evaluaciones con que se mide el progreso de los alumnos y las expectativas en cuanto al nivel de dominio que los alumnos deben alcanzar.

La Escuela Intermedia Arizona proporciona a los padres y miembros de familia de alumnos participantes en Título I una explicación de los datos SBAC, de calificaciones, de Lexile (proporcionado actualmente por Meta Metrics—Achieve 3000) como una medida del progreso de los alumnos y niveles de competencia que se espera de los alumnos.

- Si los padres o miembros de familia de alumnos en el programa de Título I lo solicitan, la escuela proporciona oportunidades para juntas frecuentes que les permitan participar en la toma de decisiones en relación a la educación de sus hijos.

La Escuela Intermedia Arizona proporciona una lista de juntas disponibles para dialogar y participar en la toma de decisiones relacionadas a la educación de los niños y alumnos Título I.

Acuerdo entre la escuela y padres de familia

La Escuela Intermedia Arizona distribuye a los padres y miembros de familia de alumnos en el programa Título I un acuerdo entre padres y escuela. El acuerdo, desarrollado en conjunto con los padres y miembros de familia, define como ellos, el personal escolar y los alumnos comparten la responsabilidad de mejorar el desempeño académico estudiantil. Describe maneras específicas en que la escuela y las familias colaborarán para ayudar a que los niños alcancen los altos estándares académicos estatales. Aborda los siguientes temas requeridos por la ley, al igual que otras sugerencias hechas por los padres y miembros de familia de alumnos en el programa de Título I.

- La responsabilidad de la escuela de proporcionar currículo e instrucción de buena calidad
- Las maneras en que los padres serán responsables de apoyar la educación de sus hijos
- La importancia de la continua comunicación entre padres y maestros, por lo menos durante las conferencias de padres-maestros; reportes de progreso frecuentes; acceso al personal escolar; oportunidades para que los padres y miembros de familia sean voluntarios y participen en la clase de los hijos; oportunidades para observar las actividades en el salón de clases.

La Escuela Intermedia Arizona desarrolló el acuerdo con las recomendaciones de los padres Título I y miembros de familia en las juntas SSC, ELAC, ATP, y PTSA. La escuela distribuye la política a los padres Título I y miembros de familia en la bolsa de correo escolar del miércoles (Wednesday Mailbag). Adjunto a esta política se encuentra una copia del acuerdo.

Desarrollando la capacidad para la participación

La Escuela Intermedia Arizona logra significativas interacciones entre los padres y familiares de alumnos en el programa Título I y la escuela. Apoya la colaboración entre el personal escolar, padres y miembros de familia y la comunidad para mejorar el desempeño académico de los alumnos. La escuela ha establecido las siguientes prácticas para ayudar a que se logren esas metas.

- La escuela proporciona a los padres en el programa Título I ayuda para entender los estándares académicos estatales, las evaluaciones y como monitorear y mejorar el desempeño de sus hijos.

La Escuela Intermedia Arizona proporciona temas de capacitación en cada junta de grupos de padres/comunidad.

- La escuela proporciona a los padres con hijos en el programa Título I los materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su desempeño.

La Escuela Intermedia Arizona proporciona a los padres juntas individuales para apoyarlos con respecto a trabajar con sus hijos en su desempeño.

- Con el apoyo de los padres en el programa de Título I, la escuela educa al personal escolar acerca del valor de la contribución de los padres y sobre cómo trabajar con ellos como socios igualitarios.
La Escuela Intermedia Arizona proporciona desarrollo profesional mensual relacionado a la participación de padres por medio del equipo ATP y la Organización PTSA.
- La escuela coordina e integra la participación de padres en el programa de Título I con otros programas y lleva a cabo otras actividades tales como centros de recursos para padres, con el propósito de apoyarlos y motivarlos a que participen ampliamente en la educación de los hijos.
La Escuela Intermedia Arizona ha integrado el programa de participación de padres en su Plan Singular para el Rendimiento Estudiantil, LCAP (Plan de Responsabilidad y Control Local), y AVID (Avance Vía Determinación Individual).
- La escuela distribuye información a los padres en el programa de Título I acerca de la escuela y programas, juntas y otras actividades en un formato y lenguaje que los padres pueden entender.
La Escuela Intermedia Arizona proporciona todas las comunicaciones por escrito tanto en inglés como en español (Se incluyen otros idiomas según se identifican y necesitan por los grupos de participación de padres/tutores). Todas las comunicaciones verbales automatizadas se proporcionan por medio de un sistema que traduce a los padres en el idioma natal identificado. Además, el sitio web de la escuela puede traducir el contenido al idioma natal identificado por medio del servicio Google Translate adoptado por el Distrito Escolar Unificado Alvord.
- La escuela proporciona apoyo para actividades de participación que los padres del Título I soliciten.
La Escuela Intermedia Arizona proporciona apoyo y recursos para que los padres participen en actividades solicitadas por padres Título I.

Disponibilidad

La Escuela Intermedia Arizona proporciona oportunidades para la participación de todos los padres y miembros de familia en Título I, incluso aquellos con dominio limitado del idioma inglés, con discapacidades y padres y familiares de alumnos migrantes. La información y reportes escolares se proporcionan en un formato y lenguaje que los padres y miembros de la familia entienden.

Adopción

Esta política fue adoptada por el concilio escolar de la Escuela Intermedia Arizona el 28 de mayo de 2020 y estará vigente por un período de dos años (2020-21 & 2021-22).



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name

County-District-School
(CDS) Code

Schoolsite Council
(SSC) Approval Date

Local Board Approval
Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goal of our school plan is to ensure alignment with our LCAP goals that specifically address and commit to Conditions of Learning, Pupil Outcomes, and Engagement. Through this collaboratively written document we will ensure that the categorical funds our site receives support the LCAP goals which will in turn improve and increase services for our At Promise and English Learners with the goal of accelerating learning for our Title-I schoolwide student population. As our school year progresses we will make the necessary adjustments based on data and input from stakeholders.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Due to COVID school closure we did not administer the CHKS survey. However, we did create our own site survey to analyze student learning during distant learning. We had 32% of our student body respond to the survey. The student data collected represented 50.8% of grade 8, 36.5% grade 7, and 12.6% in grade 6. Students were asked to rate their online learning experience where 40% indicated a level 3 out of a scale from 1-5. Students indicated that Kahoot, Peardeck, Nearpod, and Classkick were the online programs that had helped them most in learning. Students indicated that using remote learning tools was a 4 out of a 1-5 where 5 indicates extremely easy. Out of the students who responded to the survey 35.5% indicated they completed more than half of their assignments weekly. Teachers also completed a Distance Survey 39 out of 47 teachers responded to the survey. 60% of teachers indicated classwork assignments were to be completed as homework assignments by students. 67.5% of the staff surveyed indicated that later assignments were accepted until the end of the semester and receive full credit. 80% of staff reported using Google Slides and Go Guardian as part of making their meets successful with students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site administration conducts weekly classroom observations to inform and guide site decision making. The focus of these classroom observation is to analyze student needs and supports. As part of classroom visits the learning objective is analyzed in conjunction with the student output with attention to specific targeted student populations. In addition, administration monitors after school tutorials to ensure alignment with classroom instruction. As we continue to develop our monthly Leadership Agenda's we use this information to guide those conversations as well as inform professional development and instructional materials needed to accelerate student learning. Consequently, funding has been allocated to achieve these goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant 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)

Due to COVID this year we utilized data collected from iReady in Mathematics and English Language Arts since state CAASPP and ELPAC summative assessments were not administered during the 2020-2021 school year. The data are disaggregated by staff to look at the trends taking place in their respective curricular areas. The data provides a benchmark for students' progress at the beginning of the school year. Staff examine the data to identify mastered standards and standards that require re-teaching. They also identify students in need of intervention and plan lessons for re-teaching and support. Additionally, the data is utilized to determine instructional materials and resources needed to supplement instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers in the core curriculum utilize the Alvord Unified School District the grade level California Standards and framework, adopted materials, ancillary resources, and pacing guides, to guide instructional path. Teachers develop lesson plans using the course descriptions, state standards, and state frameworks. Department and grade level/subject meetings are utilized for lesson planning, sharing standards-based instructional strategies, and analyzing the results of formative and summative assessments.

Reading/language arts and math curriculum-embedded assessments, and state accountability assessments will be administered according to the pacing guide. The data from the assessments will be documented and utilized with a data protocol to determine student progress and modify instruction. (EPC5)

- a) All teachers will be trained in the administration of identified assessments.
- b) All teachers will be trained in the use of a data protocol tool that can establish the school curriculum-embedded assessments for reading/language arts and math.
- c) All teachers will be trained in a data protocol which will enable them to learn the skill of the data analysis, individualize the analysis of data for students, and learn the knowledge of research based strategies in order to prescribe and remedy a tool that teachers will use to document evidence that instruction is being modified and driven by this data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Loma Vista teachers (100%) are credentialed in their respective content areas and meet the criteria to be Highly Qualified as required by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

Our instructional coach will provide professional learning through use of research based strategies that emphasis literacy practices across the content areas, common constructed writing response in all content areas, student engagement and checking for understanding, and SDAIE. Classroom support is provided that consists of strategy demonstrations, co-planning / co-teaching, and collaborative planning with data analysis through the use of our instructional coach. The site has the needed amount of credentialed teachers to meet the demands of our student population.

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

We will continue to build our staff's capacity on how to disaggregate data on their students' performance and identify areas of weakness and strength. Ongoing professional learning is occurring on preparing lessons aligned to state standards that embed literacy across the content areas. In addition, we emphasize student engagement to demonstrate learning and progression toward mastery of standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Our instructional coach provides professional learning opportunities that are framed through research as well as input based on teacher need. The focus is to utilize data comprised of formative and summative assessments resulting in instruction that embeds the varied depths of knowledge students need to use in order to become college and career ready.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Collaboration is a vital need on campus as we move to improve student achievement and mastery of state standards. Its importance is shown in the fact that collaboration has been built into the school calendar. This year due to the pandemic collaboration has looked different but upon returning we will utilize our early release day for students that allows 120 minutes of time devoted to teacher collaboration and professional development. The teachers meet by curricular area and focus on data and cognitive planning. They utilize formative assessments to inform and guide instruction. Loma Vista also provides teacher with a full or partial release day as determined by department to continue the alignment of instruction.

Teaching and Learning

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

The master schedule is strategically built to meet the needs of all learners and aligns with the promotion requirements set by our local governing school board. We ensure that our significant student populations such as special education, English learners, and At-Promise placed accordingly. The courses are aligned to support student academic growth, development and the growth of the whole child. The staff is expected to align instruction based on the state standards as they instruct their classes. The staff is kept abreast of their students' progress, as well as the overall progress of the site, on an ongoing basis throughout the year. In addition, through 1:1 teacher meetings with administration we discuss student progress and obtain insights to individual content areas as well as teacher needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

The site places students in ELA and mathematics classes that are 58 minutes in length. Extended instructional time is an available intervention in mathematics for target students. In addition, literacy across the content areas is emphasized.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

Intervention classes are built within the master schedule of the school. Enrollment in math and/or ELA intervention classes is based on summative test scores, grades, and teacher recommendation. Enrollment in ELD, AALD, and sheltered ELA is based on ELPAC, CAASPP, and teacher input. AVID classes also support organizational skills and provide tutoring to support students in advancing in their studies students. Data such as CAASPP, ELPAC, and teacher input is utilized in placement of AVID .

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

The district follows the Williams Act guidelines to ensure that all student groups have the availability to state approved, standards -based instructional materials. The District works diligently over the past few years developing units of study that align to the Common Core Standards. Materials and activities are shared throughout the District to support all groups of students which are also posted online.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All Students, at all grade levels or program levels, will have instructors appropriately utilizing the most recent State Board-adopted instructional program materials in reading/language arts and mathematics on a daily basis. (EPC1)

- a) Language arts and math teachers have previously received AB 472 training and received the certificate of completion (EPC4)
- b) All Classrooms will have appropriate time allotments for students in adopted reading/language arts and math and provide extended time for them if students need more instruction or practice. (EPC2)
- c) All reading/language arts and math classrooms will have fully credentialed teachers. (EPC6)
- d) Loma Vista implements the state standards and schedule for reading/language arts and math that aligns with state-adopted materials.
- e) Loma Vista provides an implementation timeline that includes the faithful implementation of the instructional materials in social science and science when adoption process is complete for both content areas.(EPC1)
- f) The School solicits expertise and support from the district, school site, and external providers to identify quality indicators that define the term “appropriate” implementation for instructional materials for reading/language arts and math. (EPC1)
- g) All teachers will be held accountable to implement the identified quality criteria that demonstrate fidelity of the district adopted instructional material. (i.e. formal/informal observations by administration; action walks involving teachers/administrators; analysis of student achievement and results through Professional Learning Communities.

Opportunity and Equal Educational Access

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

Intervention classes are built into the master schedule to help students improve their mathematical skills, as well as ELD and sheltered language arts classes to support target English learners. Students with special needs are supported through direct services classes, collaboration classes taught by a regular education teacher, and a special education teacher or are provided support in main-stream classes as dictated by the student's IEP.

Evidence-based educational practices to raise student achievement

As a school-wide coordinated program, Loma Vista coordinates services to support target student populations and accelerate learning. Each year, school funds are used to update computers, library books, purchase supplemental instructional materials, provide professional learning, instructional equipment, and classroom supplies to support instruction with a focus on increasing student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent workshops are provided throughout the year on a variety of topic based on parent surveys. These classes are held on campus and are open to any parent, guardian, or community member. In addition, online opportunities are also made available.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Loma Vista parents and community members are provided multiple opportunities for involvement. Each year parents sign a home-school compact committing to involvement in their child's education. Loma Vista offers parent participation in various workshops, ELAC, SSC, parent conferences, ATP and Families nights.

Funding

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

Categorical funding is utilized to supplement instruction and meet the needs of our student targeted population.

Fiscal support

Loma Vista Middle School receives funding from the Alvord Unified School District to support academic achievement and receives district allocations of categorical funding to ensure target student populations are provided support through supplemental resources that align to the core curriculum and state standards.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We have analyzed summative and formative data as a staff throughout the year and to align our instructional goals and focus to our student needs. We reflected to determine our instructional plan. Every month the School Leadership Team meets to discuss school wide instructional goals. During these meetings Department Leads are asked to bring forwards needs and concerns to support the instructional program for their respective content areas. Our ELAC committee completed a needs assessment to assist us in aligning parent needs that would support overall student learning. We discuss regularly during ELAC our budget and how to best use funding to meet the needs of our student population. Through School Site Council we also obtain input and approval for our categorical spending and ensure the expenditures are aligned to our SPSA goals. Our goals area also shared with staff as well as opportunity to provide input through the Department Leads. I

Resource Inequities

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

Although students are making progress toward standards, iReady data indicates a greater need to address the gap in mathematics and English Language Arts. In addition, we need to increase student access to technology so that we can engage different learning modalities in the classroom. Furthermore, targeting our At Promise students is necessary to ensure we accelerate students learning so that they may become college and career ready upon graduation from high school. A focus is on instructional strategies across the content areas so that students may become familiar with high leverage instructional strategies based on research. We continue to provide tutoring to target students with a focus on At Promise, English Learners, and Students with Disabilities. We also need to build staff, student, and parent capacity in the use as well as access to various social media platforms used for instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.3%	0.2%	2	3	2
African American	1.71%	2.02%	2.31%	18	20	23
Asian	2.28%	1.61%	1.71%	24	16	17
Filipino	0.29%	0.1%	0.2%	3	1	2
Hispanic/Latino	88.68%	89.01%	88.97%	932	883	887
Pacific Islander	0.38%	0.4%	0.5%	4	4	5
White	5.52%	5.75%	5.52%	58	57	55
Multiple/No Response	%	0.1%	0.6%		1	0
Total Enrollment				1051	992	997

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	364	303	327
Grade 7	322	365	312
Grade 8	365	324	358
Total Enrollment	1,051	992	997

Conclusions based on this data:

1. Loma Vista enrollment has declined in comparison to past three years.
2. The Hispanic student population has remained the same these past three years.
3. The White student population has remained the same these past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	409	366	323	38.9%	36.9%	32.4%
Fluent English Proficient (FEP)	263	258	289	25.0%	26.0%	29.0%
Reclassified Fluent English Proficient (RFEP)	46	52	102	11.4%	12.7%	27.9%

Conclusions based on this data:

1. The English learner student population has declined at Loma Vista over the past three years.
2. The Fluent English Proficient student population has increased by 1% based on the 19-20 data. However, due to COVID closure we do not have data for the 20-21 school year.
3. The Reclassified Fluent English Proficient student population was at 15.6% in 2016, 2017 it was 11.4%, and now it is 12.7% which demonstrates a slight increase. However, since the reclassification criteria has changed this past fall we experienced less students meeting the criteria for reclassification. In addition, due to the COVID closure we anticipate this will impact the number of students eligible for reclassification in 20-21 as well.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	315	351	293	308	348	292	308	348	292	97.8	99.1	99.7
Grade 7	350	325	349	344	322	344	344	322	344	98.3	99.1	98.6
Grade 8	350	360	329	344	357	323	344	357	323	98.3	99.2	98.2
All Grades	1015	1036	971	996	1027	959	996	1027	959	98.1	99.1	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2496.	2488.	2499.	6.82	9.20	10.62	30.84	26.44	28.08	33.12	27.59	28.08	29.22	36.78	33.22
Grade 7	2513.	2530.	2519.	5.23	8.39	9.59	31.98	35.71	29.36	31.10	27.33	26.74	31.69	28.57	34.30
Grade 8	2544.	2540.	2544.	10.17	7.84	7.43	30.52	33.05	32.82	31.98	31.65	31.27	27.33	27.45	28.48
All Grades	N/A	N/A	N/A	7.43	8.47	9.18	31.12	31.65	30.14	32.03	28.92	28.68	29.42	30.96	32.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.01	12.64	16.78	52.92	45.40	43.49	35.06	41.95	39.73
Grade 7	15.12	16.46	15.41	48.26	48.76	44.19	36.63	34.78	40.41
Grade 8	20.64	17.65	18.89	45.64	47.62	46.75	33.72	34.73	34.37
All Grades	16.06	15.58	17.00	48.80	47.22	44.84	35.14	37.20	38.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.69	12.68	10.62	51.30	42.36	51.03	37.01	44.96	38.36
Grade 7	13.95	17.70	15.41	51.74	53.11	51.74	34.30	29.19	32.85
Grade 8	14.24	14.29	15.17	53.20	49.86	54.18	32.56	35.85	30.65
All Grades	13.35	14.81	13.87	52.11	48.34	52.35	34.54	36.84	33.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.79	11.49	9.93	67.53	60.34	65.41	24.68	28.16	24.66
Grade 7	7.85	7.14	6.98	63.08	66.46	66.57	29.07	26.40	26.45
Grade 8	9.01	10.64	8.36	72.97	69.75	71.52	18.02	19.61	20.12
All Grades	8.23	9.83	8.34	67.87	65.53	67.88	23.90	24.63	23.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.53	19.54	23.63	54.22	54.02	47.26	28.25	26.44	29.11
Grade 7	16.86	22.98	22.38	54.36	53.42	45.93	28.78	23.60	31.69
Grade 8	22.67	23.81	20.12	51.16	56.30	52.01	26.16	19.89	27.86
All Grades	19.08	22.10	22.00	53.21	54.63	48.38	27.71	23.27	29.61

Conclusions based on this data:

1. Based on this data we had a decrease in the number of students scoring below standard in the area of writing in grades 6 and 8 for the 18-19 school year. Due to the school closure we do not have current data for the 2019-2020 school year.
2. In addition, it appears that in the area of reading students growth is stagnant with little increase or decrease in movement toward the next band based on the 18-19 school year. Due to the school closure we do not have current data for the 2019-2020 school year.
3. As we reviewed the data for listening it appears there is a decrease in the number of students in grade 6. However, with the exception of this area all other grade levels and level of achievement is stagnant based on the 18-19 school data. Due to the school closure we do not have current data for the 2019-2020 school year

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	316	351	293	313	348	293	313	348	293	99.1	99.1	100
Grade 7	350	325	350	348	322	347	348	322	347	99.4	99.1	99.1
Grade 8	350	359	330	347	357	327	347	357	327	99.1	99.4	99.1
All Grades	1016	1035	973	1008	1027	967	1008	1027	967	99.2	99.2	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2494.	2467.	2470.	7.03	8.33	8.19	25.56	11.78	10.92	32.27	32.18	31.74	35.14	47.70	49.15
Grade 7	2493.	2501.	2486.	7.47	8.07	8.07	18.10	17.70	13.83	30.17	32.30	27.95	44.25	41.93	50.14
Grade 8	2522.	2497.	2517.	11.24	8.96	10.40	17.29	12.89	14.07	27.95	23.81	27.83	43.52	54.34	47.71
All Grades	N/A	N/A	N/A	8.63	8.47	8.89	20.14	14.02	13.03	30.06	29.31	29.06	41.17	48.20	49.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.85	12.36	9.56	36.10	28.16	29.35	45.05	59.48	61.09
Grade 7	15.23	13.66	12.39	28.45	29.50	25.36	56.32	56.83	62.25
Grade 8	17.00	13.45	14.37	32.85	25.77	29.66	50.14	60.78	55.96
All Grades	16.96	13.15	12.20	32.34	27.75	28.02	50.69	59.10	59.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.07	7.18	8.19	46.65	35.34	30.72	47.28	57.47	61.09
Grade 7	7.18	10.56	10.66	47.99	47.52	38.33	44.83	41.93	51.01
Grade 8	11.53	11.76	11.31	40.92	49.30	47.09	47.55	38.94	41.59
All Grades	8.33	9.83	10.13	45.14	44.01	38.99	46.53	46.15	50.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.18	8.62	10.24	41.53	38.22	40.27	47.28	53.16	49.49
Grade 7	9.48	9.01	8.36	54.89	61.49	53.89	35.63	29.50	37.75
Grade 8	12.68	11.48	11.93	55.33	44.26	51.38	31.99	44.26	36.70
All Grades	11.11	9.74	10.13	50.89	47.61	48.91	38.00	42.65	40.95

Conclusions based on this data:

1. Students in grades 6 and 8 experienced a slight increase in overall achievement in mathematics based on the 18-19 data. Due to the school closure we do not have current data for the 2019-2020 school year.
2. It appears that in the area of Communicating Reasoning 8th grade had positive movement in all areas with students increasing in percent above and at/or near standard as well as a decrease in below standard based on the 18-19 data. Due to the school closure we do not have current data for the 2019-2020 school year.
3. It is also evident, based on the data, that in the area of Concepts and Procedures 8th grade had positive movement in all areas with students increasing in percent above and at/or near standard as well as a decrease in below standard based on the 18-19 data. Due to the school closure we do not have current data for the 2019-2020 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1519.1	1508.4	1507.9	1503.2	1529.8	1513.2	142	105
Grade 7	1520.5	1539.5	1506.4	1535.5	1534.2	1543.1	102	124
Grade 8	1527.4	1537.4	1511.8	1526.1	1542.6	1548.2	115	79
All Grades							359	308

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	23.24	11.43	39.44	43.81	26.06	31.43	11.27	13.33	142	105
7	24.51	23.39	37.25	44.35	28.43	22.58	*	9.68	102	124
8	33.91	17.72	39.13	39.24	17.39	31.65	9.57	11.39	115	79
All Grades	27.02	17.86	38.72	42.86	23.96	27.92	10.31	11.36	359	308

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	35.92	32.38	38.73	43.81	16.90	12.38	8.45	11.43	142	105
7	36.27	39.52	37.25	39.52	20.59	12.90	*	8.06	102	124
8	40.87	30.38	40.87	36.71	10.43	21.52	*	11.39	115	79
All Grades	37.60	34.74	39.00	40.26	15.88	14.94	7.52	10.06	359	308

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.72	5.71	21.13	28.57	34.51	35.24	24.65	30.48	142	105
7	24.51	16.13	26.47	30.65	22.55	35.48	26.47	17.74	102	124
8	33.91	13.92	29.57	31.65	16.52	34.18	20.00	20.25	115	79
All Grades	25.63	12.01	25.35	30.19	25.35	35.06	23.68	22.73	359	308

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	28.87	21.90	62.68	66.67	8.45	11.43	142	105
7	39.22	18.55	53.92	62.10	*	19.35	102	124
8	46.09	15.19	47.83	64.56	*	20.25	115	79
All Grades	37.33	18.83	55.43	64.29	7.24	16.88	359	308

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	49.30	37.14	42.25	48.57	8.45	14.29	142	105
7	43.14	65.32	49.02	26.61	*	8.06	102	124
8	47.83	43.04	44.35	40.51	*	16.46	115	79
All Grades	47.08	50.00	44.85	37.66	8.08	12.34	359	308

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	18.31	6.67	29.58	37.14	52.11	56.19	142	105
7	23.53	20.16	27.45	43.55	49.02	36.29	102	124
8	36.52	17.72	26.96	40.51	36.52	41.77	115	79
All Grades	25.63	14.94	28.13	40.58	46.24	44.48	359	308

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.72	21.90	73.94	65.71	*	12.38	142	105
7	20.59	12.90	76.47	77.42	*	9.68	102	124
8	26.96	5.06	64.35	86.08	*	8.86	115	79
All Grades	22.28	13.96	71.59	75.65	6.13	10.39	359	308

Conclusions based on this data:

1. Based on the 2018-2019 school year the overall English Learner population at Loma fell within Level 3. It is evident that instructional shifts must occur in order to increase student acquisition of the English language and ensure fluency in English is acquired reducing the potential for LTELs. In addition, student monitoring of language acquisition must occur utilizing formative and summative assessments. Due to the school closure we do not have current data for the 2019-2020 school year.

2. Based on the 2018-2019 school year our 7th grade student population appeared to score higher in all areas with the exception of the writing domain. Due to the school closure we do not have current data for the 2019-2020 school year.
3. We will continue to embed instructional practices that will increase language acquisition across content areas.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
992	89.8	36.9	0.1
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	366	36.9
Foster Youth	1	0.1
Homeless	60	6.0
Socioeconomically Disadvantaged	891	89.8
Students with Disabilities	148	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.0
American Indian	3	0.3
Asian	16	1.6
Filipino	1	0.1
Hispanic	883	89.0
Two or More Races	7	0.7
Pacific Islander	4	0.4
White	57	5.7





Conclusions based on this data:

1. Based on this data Loma Vista experienced a decline in student enrollment in 2018-2019 but has remained steady in 2019-2020.
2. Our student population identified as socioeconomically disadvantaged decreased from 2017-2018 to 2018-2019 and then increased in 2019-2020.
3. Our English Learner student population has continued to decrease.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. As a school site we need to address Chronic Absenteeism and increase student attendance. This will result in positive academic movement for this student population. Despite the COVID closure we have continued to target students to provide support and increase school attendance.
2. During the 2018-2019 we need to continued to educate students on rules, expectations, and methods to handle conflict to reduce suspension rate. Due to the COVID closure we have increase our focus on addressing Social Emotional well being.
3. Despite the COVID closure we have continued to provide target students instructional supports in mathematics and language arts that leverages not only school hours but supports outside the school day.

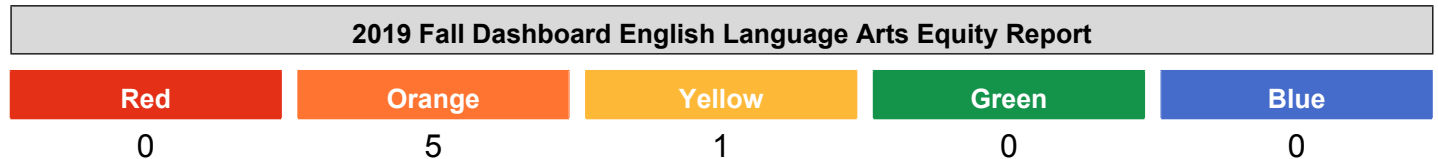
School and Student Performance Data

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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 26.8 points below standard Maintained ++1 points 938	 Orange 40.3 points below standard Maintained 0 points 532	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 60 points below standard Declined Significantly -23.4 points 59	 Orange 27.9 points below standard Maintained ++1.9 points 850	 Orange 94.6 points below standard Increased ++14.8 points 145

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 48.5 points below standard Increased Significantly ++17.8 points 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 32.1 points above standard Increased Significantly ++22.4 points 15	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 28.1 points below standard Increased ++3 points 843	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 12.4 points below standard Declined Significantly -26.7 points 50

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 97 points below standard Declined -3.6 points 283	Reclassified English Learners 24.1 points above standard Declined -6.8 points 249	English Only 22.4 points below standard Declined -4.3 points 342
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Conclusions based on this data:

1. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 the overall student performance in English Language Arts maintained with no increase or decrease from the previous year.
2. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 our Students with Disabilities experienced the greatest gain with 14.4 point increase.
3. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019oOur Homeless student population experienced a significant decrease by 23.4 points. Overall our English Learner, Reclassified English Learners, and English Only student population experienced a decrease in performance in the area of English Language Arts.

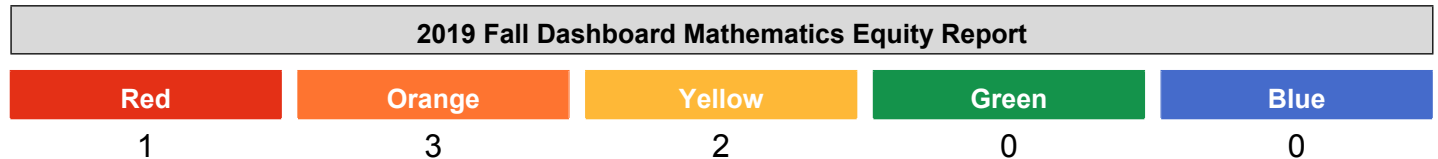
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 73.2 points below standard Increased ++3.7 points 939	English Learners  Orange 86.3 points below standard Maintained ++0.8 points 532	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Red 102.1 points below standard Declined -8.2 points 59	Socioeconomically Disadvantaged  Yellow 74.6 points below standard Increased ++3.9 points 851	Students with Disabilities  Orange 139.1 points below standard Increased ++5.9 points 145

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 123.1 points below standard Declined Significantly -20 points 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 8.4 points above standard Increased Significantly ++29.9 points 15	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 74.7 points below standard Increased ++5.7 points 843	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 55.8 points below standard Declined -10.9 points 50

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 139.3 points below standard Maintained -2.3 points 283	Reclassified English Learners 26.2 points below standard Declined -6.5 points 249	English Only 70.1 points below standard Maintained ++1.5 points 343
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Conclusions based on this data:

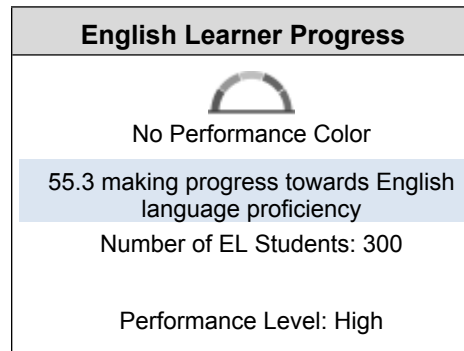
1. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 our overall we increased in the performance of mathematics as a school by 3.7 points.
2. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 our Students with Disabilities increased in performance by 5.9 points.
3. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 our homeless student population experienced the greatest decline in performance as they declined 8.2 points. Although our English Learner student population maintained there was a slight decline of 2.3 points with our Reclassified English Learners declining by 6.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.6	4.6	50.6

Conclusions based on this data:

1. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 we decreased in the number of English Learner students from 359 to 300.
2. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 the majority of our English Learner students are identified as moderately developed. Overall our English Learners were identified as having a high performance level.
3. Due to the COVID closure we did not have data for the 2019-2020 school year. We need to analyze alternative data to identify individual student movement that decreased or maintained to ensure appropriate instructional supports are in place to ensure they are making adequate progress in the acquisition of the English language.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	1	0

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  Orange 12.5 Maintained 0 1046	English Learners  Green 8.9 Declined -0.7 382	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  Red 21.1 Increased +4.2 71	Socioeconomically Disadvantaged  Yellow 12.4 Declined -0.5 949	Students with Disabilities  Yellow 12.9 Declined -0.8 163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>16.7</div> Increased +2.4 24	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color <div>0</div> Maintained 0 16	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange <div>12.4</div> Maintained +0.1 927	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Yellow <div>12.9</div> Declined -5.1 62

Conclusions based on this data:

1. Our homeless population increased in chronic absenteeism.
2. Our Hispanic student population continued to experienced a slight increase in chronic absenteeism.
3. The majority of our target student population declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

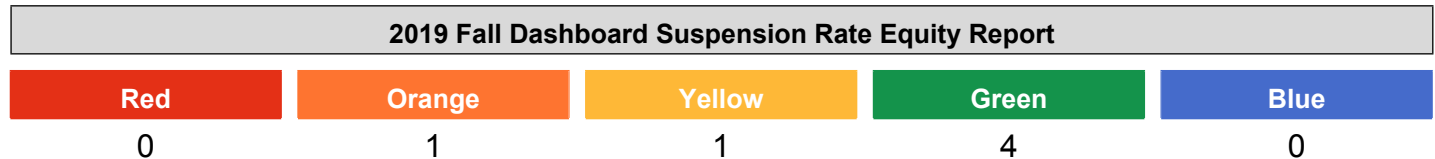
School and Student Performance Data

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  Green 4 Declined -1.7 1078	English Learners  Orange 4.6 Increased +0.5 388	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  Green 2.7 Declined -0.5 74	Socioeconomically Disadvantaged  Green 4 Declined -1.7 974	Students with Disabilities  Green 3.6 Declined -2.8 168

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 8 Increased +3.5 25	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color 0 Maintained 0 17	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Green 4 Declined -1.9 955	Two or More Races  No Performance Color Less than 11 Students - Data 9	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Yellow 4.7 Maintained -0.2 64

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	4

Conclusions based on this data:

1. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 comparison to 2018 we had a decrease in suspension for 2018 and due to school closure our suspension rate declined.
2. Due to the COVID closure we did not have data for the 2019-2020 school year. In 2019 our English learner student population experienced a slight increase of 0.5 points.
3. All of our other significant subgroups decreased in suspension rates for 2020 school year due to the school closure.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Due to COVID closure in the 2019-2020 school year SBAC Summative Assessments and ELPAC were not administered to our students at Loma Vista Middle School. In the 2020-2021 school year we administered the iReady Diagnostic in English Language Arts and Mathematics during the school year. For the purposes of the goals developed this school year we utilized the iReady winter data for English Language Arts and Mathematics as that was the district wide local measure. Based on the winter iReady data we need to decrease the number of students identified as in need for Tier 3 interventions by 10% in both English Language Arts and Mathematics.

By targeting this group we will decrease the number of students performing three years or more below grade level based on the iReady diagnostic assessment that will also be supported by the Science and History departments.

Identified Need(s)

Based on the data analysis it is evident that although we have experienced slight growth in students scoring on grade level and above a large portion of our student population are one grade level below or more in English Language Arts and Mathematics which also impact student performance in Science and History. In order to support our students we will identify specific supplemental instructional materials/resources across disciplines. We will also make it a priority to continue to update and add to our technology resources in order to provide all students access to current tools for learning. In addition, we will provide certificated and classified staff professional learning that aligns to our goals. We will also use data to drive before, during school day, and after school interventions and tutorials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal are from the Winter iReady ELA and Math diagnostic administration.	We decided as a team to embed essential academic language that was not only embedded in the Targets but also embedded in student responses across content areas. It was determined to embed opportunities to further develop student listening and responding.	CAASPP data for 2022
6th, 7th, and 8th grade mathematics 2020 iReady diagnostic data.	Students in all sub-groups require additional instructional	2022 CAASPP summative data as well as formative assessments

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	support to ensure they reach standard met status.	
Students will meet academic proficiency in science which will be measured by 95% of students earning a passing mark in science in 2022.	In order to further develop our proficiency in the State Science Summative assessment administered in grade 8 all Science teachers in grades 6-8 will be provided collaboration release time in order to determine instructional path and common assessments.	2022 CAASPP summative data as well as formative assessments
Using iReady and ELPAC Data for 2020-2021 we will identify instructional shifts that need to occur in order to ensure students are experiencing positive movement through the proficiency levels.	Staff will be provided ongoing professional development to ensure we are utilizing key instructional practices to develop EL's language fluency in English. In addition, we will continue to meet with our EL students to ensure they understand their academic standing as well as how to exit the EL program.	2022 ELPAC & CAASPP data and end of the year iReady assessment to determine areas for academic target during the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from instruction that is aligned to the standards and informed instructional practices that will increase their proficiency as assessed on CAASPP Summative Assessment as well as data points taken throughout the school year utilizing iReady.

Strategy/Activity

Teachers will be provided collaboration opportunities within the school day that includes collaboration with paraprofessionals to ensure we are supporting our students. In addition, teachers will identify and determine supplemental instructional resources to further develop lessons and support instructional delivery across the content areas that will include technology resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,769.92	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted students from our significant subgroup student populations will be provided before and after school tutoring.

Strategy/Activity

Target students identified as students at promise, EL, and SPED will be given priority to attend before/after school tutoring in core content areas with the goal of accelerating learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,667.84

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted students will be provided access to supplemental instructional resources to accelerate learning.

Strategy/Activity

Teachers will identify supplemental instructional materials that will assist in accelerating learning inclusive of social media, online resources, technology, and supplemental instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18557.16

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students will be provided targeted instruction in aligned to the ELA/ELD standards and framework that will accelerate the acquisition of the English language.

Strategy/Activity

EL students will be provided access to supplementary instructional resources inclusive of technology as well as access to before and after school tutoring with a focus on increasing English language fluency which will lead to movement in proficiency level and eventually result in exiting the English Learner program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,205.00

Source(s)

LCFF-EL
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure our students are increasing their proficiency in grade level standards we must align instruction to standards as well as inform those practices with key elements of summative assessments. To achieve this goal we must ensure all content areas are provided collaboration release time that allows teachers to identify essential instructional tools to assist in instructional delivery. In addition, through collaboration the alignment of instruction will be facilitated to ensure common assessments as well as data analysis is utilized to guide daily student learning and mastery toward grade level standards. Additionally, a focus of technology/online resources will become an integral part to daily instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although all students will benefit from this goal. It is through intentional reflection, planning, and collaboration that teachers can determine the instructional tools needed in the classroom to support our diverse student population. As teachers continue to collaborate and inform the needs they have for their specific department we will make the necessary adjustments in order to ensure the tools necessary to increase student achievement and closing the achievement gap are provided.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we continue to facilitate collaboration we will adjust the instructional resources needed to support all content areas as determined via common and formative assessments. Data will be utilized to inform and guide necessary adjustments and needed resources.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

We as a school will promote the importance of being career and college ready throughout the school year. At least one college trip will be taken by English Learner students and one for AVID students whether virtual or in person. A college and career night will be available for all students and their parents. We will also promote through enrichment opportunities open to all students becoming college ready during our Saturday Academies. In addition, our counseling team will create lessons that will be delivered throughout the school year with a focus of becoming College and Career Ready.

Identified Need(s)

We need to support our high school in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our students at promise as well as all other subgroups. We need to make this a daily conversation that is not confined to a single calendared event.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We need to support our high schools in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our students at-risk students that includes students from all subgroups.	Connecting summative assessments and the long-term significance as well as benefits for our students.	Obtain input from staff, students, and parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Across content areas all students will receive instruction that is standards based and promotes the literacy practices for each discipline.

Strategy/Activity

Targeted students identified in one of our significant subgroups will be provided opportunities to visit college campuses. All students will engage in college readiness conversations weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,853.30

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be provided instruction that embeds supplementary instructional resources inclusive of technology.

Strategy/Activity

Teachers will utilize supplementary instructional resources in order to further develop their instructional plans and provide students access to content utilizing multiple resources as well as varied learning modalities necessary to become college and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,620.78

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will develop the proficiency in the usage of various technology resources to become college and career ready.

Strategy/Activity

Through the use of multimedia resources teachers will continue to embed intentional use of technology and provide students access to the instruction needed to become digitally proficient which is necessary for college and career readiness. In addition, multimedia resources will be used throughout the content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3116.00	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to develop college and career ready students we must provide access to resources through variety of formats. Technology, supplementary instructional resources, access to college visits, and opportunities to experience these intentional opportunities will increase not only the awareness but overall student participation in discussions/activities that will also influence their individual achievement and future.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All students will be provided access however due to specific individual family concerns the opportunity to participate in study trips, Saturday Academies, before/after school opportunities we will create similar experiences during the school day. These experiences must go beyond a day and become part of our daily conversations and routines that promote college and career readiness in everything we do at the site level.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we continue to progress during the school year we will make necessary adjustments to ensure we promote college and career readiness. In addition, we will make the necessary changes to ensure we provide the opportunities for students that cannot attend outside school day events during the school day to ensure all are not only aware of the importance of becoming college and career ready but developing fluency in the concept. You will find adjustments needed to embed these opportunities in this section of Pupil Outcomes as well as Engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

We will promote a welcoming and healthy learning environment for all students that increases daily attendance and participation in school events, activities, as well as various clubs.

Identified Need(s)

Based on the California Healthy Kids Survey (CHKS) Students indicated a need to increase meaningful participation in school and maintaining a focus on schoolwork. In terms of school safety students indicated a need to address harassment and bullying. In addition, students indicated a need to address student substance abuse. Based on a school site survey students identified again the need to be connected to school and feeling valued and safe in order to learn. In addition, due to the COVID closure many students expressed the need for socialization and opportunity to have access to counselors as well as activities that promote overall mental well being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on CHKS administered the 2020-2021 school year only 20% of students indicated a meaningful participation in school engagement and supports.	Students identified the need to feel connected, safe, and respected in school.	Increase student engagement and supports by 10% in 2022 as measured by CHKS.
Data used to form this goal comes from the AERIES system and District attendance reports indicating chronic absenteeism and suspension reports.	The goal is to continue to decrease suspension rates as well as increase student attendance. Students that are chronically absent are most at-risk in developing a larger learning gap upon entering high school.	The attendance rate and suspension infractions are analyzed on a monthly basis, and compared to last year's data. Continue to obtain input from staff and students.
We need to support our high schools in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our target student populations that includes	Connecting summative assessments and their longterm significance as well as benefits for our students.	Obtain input from staff, students, and parent and increase overall connection to school by 10% as measured by CHKS.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students from all subgroups. We must develop a student to adult connection.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as Chronic Absentee or potential Chronic Absentee will be invited to attend Saturday Academy during the 2021-2022 school year. In addition, our Intervention Counselor will connect with identified students to provide support as needed by the student and family.

Strategy/Activity

Through Saturday Academy our goal is to develop student connectedness as well as the importance of becoming college and career readiness. Also through our counseling team we will develop individual and/or group settings to meet with students to provide support they identify as needing to succeed in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Attendance 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide all parents the opportunity to participate in school engagement during the school day as well as after school, before school, and online platform.

Strategy/Activity

Parents will be provided translation services as needed in order to be informed and engage in school activities that will increase student engagement and school connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF-EL

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal is to increase student connectedness to school which includes before, during school day, and after school activities that result in preparing our students to become college and career ready.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through varied formats and school engagement opportunities our goal is to decrease suspension rates as well as the decrease of our chronic absenteeism rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Through student and parent input we will make the necessary adjustments in resources provided to ensure we decrease our suspension rate as well as chronic absenteeism, this may become evident in goal 1, 2, and 3 depending on the target action for specific student populations.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,790.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$36,225.00

Subtotal of additional federal funds included for this school: \$36,225.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Attendance	\$2,000.00
LCFF-EL	\$27,205.00
LCFF-LI	\$36,360.00

Subtotal of state or local funds included for this school: \$65,565.00

Total of federal, state, and/or local funds for this school: \$101,790.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	27,205.00	0.00
LCFF-LI	36,360.00	0.00
Title I	36,225.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	2,000.00
LCFF-EL	27,205.00
LCFF-LI	36,360.00
Title I	36,225.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,667.84
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	77,122.16

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	2,000.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,000.00
4000-4999: Books And Supplies	LCFF-EL	22,205.00
4000-4999: Books And Supplies	LCFF-LI	36,360.00

1000-1999: Certificated Personnel Salaries

Title I

17,667.84

4000-4999: Books And Supplies

Title I

18,557.16

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

74,199.92

Goal 2

20,590.08

Goal 3

7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dr. Jackie Casillas	Principal
Bethany Rivera	Classroom Teacher
Felicia Setai	Classroom Teacher
Jon Holst	Classroom Teacher
Tanisha Johnson	Classroom Teacher
Elizabeth Juge	Other School Staff
Ana Cervantes	Parent or Community Member
Maria Esperanza Alcaraz	Parent or Community Member
Melanie Nguyen	Parent or Community Member
David Garcia	Secondary Student
Kimberly Guerrero	Secondary Student
Oscar Mendez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2021.

Attested:

Principal, Jackie Casillas, Ph. D. on May 13, 2021

SSC Chairperson, Bethany Rivera on May 13, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Acuerdo de la Escuela Intermedia Loma Vista

Año Escolar 2021-2022

Este acuerdo es entre tres partes: los padres, estudiantes y maestros. Este describe lo que cada parte debe hacer para apoyar el aprendizaje de los estudiantes en la Escuela Intermedia Loma Vista.

El personal docente y los padres de Loma Vista tienen altas expectativas de sí mismos y de los estudiantes. Para proveer un programa de instrucción de alta calidad y para promover la formación de una asociación entre la familia y escuela, el personal docente y los padres están de acuerdo en implementar este acuerdo. La escuela asumirá la responsabilidad de dialogar acerca de este acuerdo con los padres, estudiantes y maestros por lo menos una vez por año o durante las primeras conferencias de padres y maestros.

Responsabilidades de Padres

- Asegurar que mi hijo/a asista a clases diariamente y sea puntual.
- Dialogar con mi hijo/a acerca de la importancia de asistir diariamente a las clases y de los estándares de aprendizaje.
- Informarme acerca de los estándares por nivel de grado y lo que se espera que mi hijo/a aprenda.
- Monitorear el progreso de mi hijo/a mediante AERIES en línea.
- Comunicarme con los maestros de mi hijo/a si tengo alguna preocupación acerca de su progreso o si tengo preguntas acerca de los estándares o asignaturas.
- Establecer un horario específico y proveer un lugar tranquilo para que mi hijo/a pueda hacer su tarea.
- Revisar diariamente la agenda de mi hijo/a para saber las asignaturas que tiene de tarea.
- Revisar la tarea y asegurar que su hijo/a entendió la lección.
- Firmar y regresar cualquier documento que requiera mi firma para la fecha indicada.
- Asistir a los talleres proveídos para padres, y/o participar en los grupos de padres, ELAC y SSC cuando sea posible.
- Participar en las conferencias programadas y Noche de Regreso a la Escuela.
- Programar citas con los maestros para observar en el salón de estudio de mi hijo/a cuando sea necesario y apropiado.
- Apoyar la escuela/maestros en mantener una conducta apropiada del estudiante.
- Apoyar la Política de Bienestar del Distrito.

Responsabilidades de los Estudiantes

- Asistir a clases diariamente y ser puntual.
- Apuntar en mi agenda estudiantil diariamente las asignaturas para cada periodo.
- Hacer preguntas a mi maestro/a cuando no entiendo la tarea o el trabajo del salón de estudio.
- Completar toda la tarea y el trabajo del salón de estudio a tiempo y de la mejor manera posible.
- Leer cada noche, 20 minutos mínimo.
- Respetar y obedecer las reglas escolares y las expectativas de comportamiento del salón de estudio.
- Ser cortés y respetuoso con todos los estudiantes y el personal escolar.
- Respetar los derechos personales de las personas y su propiedad así como las diferencias culturales, raciales y étnicas.
- No participar en comportamientos de intimidación escolar. Decir a un adulto si soy una víctima de intimidación escolar o si soy testigo de la intimidación en contra de otro estudiante.
- Platicar con mis maestros acerca de cualquier problema que pueda afectar lo que aprendo y a mí mismo.
- Regresar todos los documentos que requieren la firma de mis padres en la fecha indicada.
- Devolver libros de texto y de lectura.
- Será responsable de acceder a sus cuentas de Google Classroom y Aeries para monitorear su progreso con frecuencia.

Responsabilidades de los Maestros

- Mantener altas expectativas para todos los estudiantes.
- Proveer un ambiente seguro y de apoyo en el salón de estudio.
- Proveer instrucción de alta calidad.
- Enseñar lecciones basadas en los estándares por nivel de grado a todos los estudiantes
- Proveer actividades de tarea significativas que refuercen los estándares por nivel de grado y la enseñanza del salón de estudio.
- Mantener una comunicación regular con los padres acerca del progreso de sus hijos mediante reportes de progreso, AERIES en línea y/o llamadas telefónicas o conferencias.
- Programar conferencias entre maestro y padres por lo menos una vez por año.
- Proveer oportunidades para que los padres puedan observar las clases de sus hijos.
- Utilizará tecnología (como Google Classroom, MobyMax, etc.) en el salón para apoyar la participación de los estudiantes.

Favor de regresar este documento con los demás formularios de inscripción de LVMS.

Firma de Padres: _____

Firma de Estudiante: _____

Maestro/a de Primer Periodo: _____

Escriba el nombre del estudiante: _____

Padres: Favor de platicar con sus hijos acerca de este acuerdo antes de firmar. Gracias

Fecha: _____

Grado: _____

Loma Vista Middle School Compact **2021-2022 School Year**

This Compact is an agreement between parties: the parent, the student and the teacher. Outlined is what each party must do to support student achievement at Loma Vista Middle School.

Loma Vista staff and parents have high expectations of themselves and of students. In an effort to provide the highest quality instructional program and to promote the school and family working together, the staff and parents agree to implement this compact and the school will take on the responsibility of discussing this compact with parents, students and teachers at least once a year at or before the first parent/teacher conferences.

Parent Responsibilities

- Get my child to school everyday and on time.
- Discuss with my child the importance of school attendance and content standards.
- Know the grade level standards my child is expected to learn.
- Access AERIES online to monitor my student's progress.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place to do homework.
- Check student's planner daily for homework assignments.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date.
- Attend parent workshops, and/or become involved the Parent Group, ELAC, and SSC when possible.
- Participate in scheduled parent/teacher conferences and Back-to-School Night.
- Schedule appointments with the teacher to observe my child's classroom when appropriate or necessary.
- Support the school/teachers in maintaining appropriate student behavior.
- Support District Wellness Policy

Student Responsibilities

- Attend school every day and on time.
- Fill in my student planner for every period, every day.
- Ask my teacher when I don't understand the homework or classroom assignments.
- Complete all homework and classroom assignments on time with my best efforts.
- Read nightly, minimum 20 minutes
- Respect and obey the school rules and classroom behavior expectations.
- Be polite and respectful to all students and staff.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.
- Do not engage in bullying behaviors. Tell an adult if I am a victim of bullying or I witness bullying of another student.
- Tell my teacher about problems that may affect my learning and me.
- Return any paper that requires a parent signature by the due date.
- Return text books and library books
- Be responsible for accessing their Google Classroom and Aeries accounts to monitor their progress often.

Teacher Responsibilities

- Hold High Expectations for all students.
- Provide a supportive and safe classroom environment.
- Provide high quality instruction.
- Teach standards-based, grade level lessons to all children.
- Provide meaningful homework activities that reinforce grade level standards and classroom learning.
- Communicate regularly with parents regarding their child's progress through grade reports, AERIES online, and/or phone calls or conferences.
- Attend parent/teacher conferences a minimum of once a year.
- Provide opportunities for parents to observe their child's classroom.
- Will utilize technology (such as Google Classroom, MobyMax, etc.) in the classroom to support student engagement.

Please return this document with all of the other LVMS registration forms.

Parents: Discuss this compact with your child before signing.

Parent Signature: _____

Date: _____ Grade: _____

Student Signature: _____

1st Period Teacher Name: _____

PRINT Student's Name: _____

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee



Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2021.

Attested:

Principal, Jackie Casillas, Ph. D. on May 13, 2021

SSC Chairperson, Bethany Rivera on May 13, 2021



Alvord Unified School District
Loma Vista Middle School
Parental Involvement Policy
2020-2022

PART I. GENERAL EXPECTATIONS

Loma Vista Middle School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Loma Vista Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Loma Vista Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
 - School-Parent Compact (Title 1 Compact)
 - Blackboard Connect—Parent Phone Messages
 - Input from Leadership Team/Grade Levels
 - Review with parents at Annual Title 1 meeting and Back to School Night
 - Parent-Teacher Conferences



Distrito Escolar Unificado Alvord
Escuela Secundaria Loma Vista
Póliza de Participación Escolar de Padres
2020-2022

PARTE I. EXPECTATIVAS GENERALES

La póliza de participación de padres de la Escuela Secundaria Loma Vista se basa en la póliza de la Mesa Directiva de Educación Estatal, la cual fue establecida para realzar la participación de los padres en las escuelas (SBE, 1994). La póliza SBE anota seis prioridades (o tipos) de programas de participación efectiva de padres: comunicación, destrezas de padres, aprendizaje de los estudiantes, servicios voluntarios, hacer decisiones escolares y abogacía, y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y las escuelas. Nuestra escuela reconoce estos estándares como un esfuerzo comprometido y coordinado para habilitar a los padres para que trabajen en cooperación como socios totales hacia nuestra misión de asegurar que cada estudiante dominará o excederá los estándares académicos, mientras desarrolla destrezas académicas y de la vida.

La Escuela Secundaria Loma Vista está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Póliza de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.
- La escuela notificará a los padres acerca de la Póliza de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.
- La escuela tendrá disponible para la comunidad la Póliza de Participación Escolar de Padres.
- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La escuela actualizará periódicamente la Póliza de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el contrato escuela-padres como un componente de su Póliza de Participación Escolar de Padres.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:

- *los padres juegan un papel esencial ayudando en el aprendizaje de su hijo/a;*
- *se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de su hijo/a;*
- *se siga adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES

1. La Escuela Secundaria Loma Vista tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Póliza de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo la sección 1118 (b) de ESEA:
 - Información obtenida de los padres en las reuniones del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Iniciativa de Liderazgo para la Participación de Padres (ATP) y el Café con la Directora.
 - Contrato entre la Escuela y los Padres (Contrato Título 1)
 - Mensajes telefónicos para padres—Blackboard Connect
 - Información de parte del Equipo de Liderazgo/Niveles de Grado
 - Repaso con los padres en las reuniones anuales de Título 1 y la Noche de Regreso a la Escuela
- Conferencias entre Padres y Maestros

2. Loma Vista Middle School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Policy sent home with registration materials
 - Policy will be reviewed at Annual Title 1 meeting and Back to School Night
 - Policy will be distributed during parent-teacher conferences
 - Copies of the policy will be available in the main office
 - Policy will be posted on school website
 - Blackboard Connect—Parent Phone Messages
3. Loma Vista Middle School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - SSC Meetings
 - ELAC Meetings
 - Wellness Meetings
 - ATP Meetings
4. Loma Vista Middle School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved
 - About their school's participation in Title I:
 - Meetings will be held at various times to accommodate all parent
 - Meeting notices will be sent home with all students
 - Translation services will be made available for all written parent notices and meetings
 - Blackboard Connect—Parent Phone Messages
5. Loma Vista Middle School will hold a flexible number of meetings at varying times and will provide child care, paid for with Title I funding as long as these services relate to parental involvement:
 - Child Care will be provided for all meetings
 - Meetings and workshops will be held in the morning and evening to accommodate all parents
 - Blackboard Connect—Parent Phone Messages will be used to inform parents of meetings and events
 - Notices will be sent through district email via Peachjar
 - Input from parents via SSC, ELAC, Parent Teacher Organization (PTO), and ATP, will be used to plan special events that are of interest to parents
6. Loma Vista Middle School will provide timely information about Title I programs to parents of participating children in a timely manner:
 - Flyers sent home in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
 - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members and posted on school website
 - Results of annual state testing will be mailed home in a timely manner
 - Blackboard Connect—Parent Phone Messages
7. Loma Vista Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Parent-Teacher Conferences
 - Annual Title 1 Meeting
 - SSC, ELAC, ATP
 - Parent Classes
 - Family Nights

2. La Escuela Secundaria Loma Vista tomará las siguientes acciones para distribuir la Póliza de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
 - La póliza se enviará a casa con los materiales de inscripción
 - La póliza se repasará en las reuniones anuales de Título 1 y la Noche de Regreso a la Escuela
 - La póliza se distribuirá durante las conferencias entre Padres y Maestros
 - Habrá copias de la póliza disponibles en la oficina escolar
 - Habrá copias de la póliza disponibles en el sitio escolar del internet
 - Mensajes telefónicos para padres—Blackboard Connect
3. La Escuela Secundaria Loma Vista periódicamente actualizará la Póliza Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
 - Reuniones SSC
 - Reuniones ELAC
 - Reuniones de Bienestar
 - Reuniones ATP
4. La Escuela Secundaria Loma Vista organizará una reunión anual para informar a los padres de lo siguiente:
 - Que la escuela de su hijo/a participa en el Título I,
 - Acerca de los requisitos para el Título I,
 - De su derecho de participar
 - Sobre la participación de su escuela en el Título 1:
 - Las reuniones se llevarán a cabo en diferentes horarios para acomodar a todos los padres
 - Los avisos se enviarán a casa con todos los estudiantes
 - Habrá servicios de traducción disponibles para todos los avisos escritos para los padres y para las reuniones.
 - Mensajes telefónicos para padres—Blackboard Connect
5. La Escuela Secundaria Loma Vista tendrá un número flexible de reuniones en horarios variables y proveerá cuidado para niños pagado por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
 - Se proveerá cuidado para niños en todas las reuniones
 - Las reuniones y talleres se llevarán a cabo por la mañana y por la noche para acomodar a todos los padres
 - Mensajes telefónicos para padres—Blackboard Connect se utilizarán para informar a los padres sobre las reuniones y eventos
 - Los avisos se enviarán por medio de correo electrónico Peachjar del distrito.
 - Los aportes de los padres a través de SSC, ELAC, Organización de Padres y Maestros (PTO) y ATP se utilizarán para planificar eventos especiales que sean de interés para los padres.
6. La Escuela Secundaria Loma Vista proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
 - Los avisos para las reuniones SSC y ELAC se enviarán a casa en inglés y español con 72 horas de anticipación
 - Las agendas y minutas de las reuniones ELAC y SSC se envían en inglés y español a los miembros participantes y habrá disponibles en el sitio escolar del internet
 - Los resultados de los exámenes estatales anuales se enviarán a casa por correo de manera oportuna
 - Mensajes telefónicos para padres—Blackboard Connect
7. La Escuela Secundaria Loma Vista proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
 - Conferencias entre Padres y Maestros
 - Reunión Anual de Título 1
 - Reuniones SSC, ELAC, ATP y Café con el Director

8. Loma Vista Middle School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - SSC and ELAC meetings
 - PTO meetings
 - ATP meetings
 - Parent-Teacher Conferences
 - Parent Classes
 - Family Nights
9. Loma Vista Middle School will submit to the district any parent comments if the school wide plan under section (1114) (b)(2) is not satisfactory to parents of participating children:
 - School wide plan will be shared with parents, input will be gathered and considered during SSC and ELAC parent meetings
 - If any parent comments dissatisfaction regarding the school wide plan content, the comments will be forwarded to the State and Federal Programs office and to the Deputy Superintendent
 - All efforts will be made to revise the plan so that it meets with satisfaction of all parents.
10. Loma Vista Middle School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
 - Notices/flyers sent home in English and Spanish
 - Blackboard Connect—Parent Phone Messages sent in home language
 - Translation services available for meetings and workshops
 - Family Nights
 - ELAC meetings
 - Parent Classes
 - California Association of Bilingual Education (CABE) Conference

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Loma Vista Middle School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Parent workshops at a variety of times
 - Family Nights
 - College and Career Events
 - Parent-Teacher Conferences
 - Blackboard Connect—Parent Phone Messages
 - Annual Title 1 Meeting
 - CABE Conference
 - ELAC, SSC, ATP and PTO Meetings
 - Student Study Team (SST) Meetings

- Clases para Padres
 - Noches Familiares
8. Si los padres de los niños que están participando lo piden, La Escuela Secundaria Loma Vista proveerá oportunidades para reuniones regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
- Reuniones SSC y ELAC
 - Reuniones de la Asociación PTO
 - Reuniones ATP
 - Reuniones del Café con el Director
 - Conferencias entre Padres y Maestros
 - Clases para Padres
 - Noches Familiares
9. La Escuela Secundaria Loma Vista presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
- El Plan Escolar se repasará con los padres en las reuniones SSC y ELAC
 - Si cualquier padre comenta su desacuerdo tocante al plan escolar, los comentarios se enviarán a la Oficina de Programas Estatales y Federales y al Superintendente Delegado
 - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres
10. La Escuela Secundaria Loma Vista tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
- Los avisos/volantes se enviarán a casa en inglés y español
 - Mensajes telefónicos para padres—Blackboard Connect se envía a casa en el idioma del hogar
 - Se proveerán servicios de traductores para las reuniones y talleres
 - Noches Familiares
 - Reuniones ELAC
 - Reuniones de Café con el Director
 - Clases para Padres
 - Conferencias de la Asociación de Educación Bilingüe de California (CABE)

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS

1. La Escuela Secundaria Loma Vista aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure la participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación:
- Talleres para padres de diferentes horas
 - Noches Familiares
 - Eventos del colegio y las carreras
 - Conferencias entre Padres y Maestros
 - Mensajes telefónicos para padres—Blackboard Connect
 - Reunión Anual de Título 1

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - Parent input will be given regarding the school-parent compact
 - The school-parent compact will be sent home with registration materials and available upon request during Parent Teacher Conferences twice a year
 - The school-parent compact will be signed by all stakeholders indicated on the compact
 - Copies of the school-parent compact will be sent home with all students
 - Copies of the school-parent compact will be available on the school website
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators:
 - Parent workshops at a variety of times
 - Parent -Teacher Conferences
 - Annual Title 1 Meeting
 - CAFE Conference
 - Family Nights
 - ELAC, SSC, ATP and PTO meetings
 - SST meetings
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - SST meetings
 - Parent workshops at a variety of times
 - Family Nights
 - Parent-Teacher Conferences
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Professional Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
 - Professional Learning Community training
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with outside programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - School library is available for parent use
 - Various pamphlets and handouts for parents are available in the office.
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Conferencia CABA
 - Reuniones de Café con el Director
 - Reuniones ELAC, SSC, ATP y PTO
 - Reuniones del Equipo de Asistencia Estudiantil (SST)
2. La escuela incorporará el contrato escuela-padres como componente de su Póliza de Participación Escolar de Padres:
 - Solicitaremos Información de los padres sobre el contrato escuela-padres
 - El contrato escuela-padres se enviará a casa con los materiales de inscripción, se compartirá durante las conferencias entre Padres y Maestros llevadas a cabo el primer trimestre del año escolar
 - El contrato escuela-padres será firmada por todos los interesados que se indican en el contrato
 - Copias del contrato escuela-padres se enviarán a casa con todos los estudiantes
 - Copias del contrato escuela-padres estarán disponibles en el sitio escolar del internet
 3. Con la ayuda del distrito, la escuela proveerá ayuda a los padres de los niños que reciben servicios de la escuela para que entiendan temas tales como los siguientes: Los estándares del contenido académico del Estado, los estándares del Estado de logros académicos del estudiante, las evaluaciones académicas Estatales y locales incluyendo evaluaciones alternas, los requisitos de Título 1, como monitorear el progreso del niño, y como trabajar con los educadores:
 - Talleres para padres de diferentes horas
 - Conferencias entre Padres y Maestros
 - Reunión Anual de Título 1
 - Conferencia CABA
 - Noches Familiares
 - Reuniones ELAC, SSC, ATP y PTO
 - Reuniones SST
 4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento de alfabetización y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con:
 - Reuniones SST
 - Talleres para padres de diferentes horas
 - Noches Familiares
 - Conferencias entre Padres y Maestros
 5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, con:
 - Entrenamiento para el desarrollo profesional de maestros y personal semi-profesional tocante a la participación de padres, comunicación y asociación
 - Entrenamiento sobre la Comunidad de Aprendizaje Profesional
 6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación escolar de padres en programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
 - Biblioteca escolar disponible para uso de los padres

PART IV. **ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the parent council meetings.

This policy was adopted by the Loma Vista Middle School on April 11, 2018, and will be in effect for the period of 2019 –21 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before April 2018. It will be made available to the local community on or before April 2018. The Loma Vista Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Dr. Casillas, Principal

Date

7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos si son solicitados y a cierto grado en un lenguaje que los padres puedan entender:
- Todos los avisos sobre eventos se enviarán a casa en ambos idiomas inglés y español.
 - Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán escritos en ambos idiomas inglés y español.
 - Los anuncios se enviarán a casa con 72 horas de anticipación. Se animará a los estudiantes para que recuerden a sus padres los próximos eventos.
 - Mensajes telefónicos para padres—Blackboard Connect proporcionando avisos en ambos idiomas inglés y español.
 - Comunicaciones del salón de clase de parte de los maestros para los padres.

PARTE IV. ADOPCION

La Póliza de Participación Escolar de Padres ha sido desarrollada de acuerdo y en común con los padres de los niños que participan en Título I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Secundaria Loma Vista el 6 de marzo, 2018, y estará en efecto durante el periodo de los años escolar 2018-19. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Título I, Parte A y estará disponible en o antes de abril, 2018. Estará disponible para la comunidad local en o antes de abril, 2018. La Escuela Secundaria Loma Vista hará la notificación de la póliza en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.

Dr. Casillas, Director

Fecha



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ysmael Villegas Middle School	33-66977-6120109	October 15, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Villegas Middle School Plan effectively meets the ESSA requirements because the goals and related expenditures are specifically designed to increase or improve services for high needs students. We have met with advisory groups to perform a needs assessment, analyze data, and design goals to best meet the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

- Students took the California Healthy Kid Survey.
- Students and Parents take the School Climate Survey
- Teachers and Staff take the School Climate Survey
- Students, Teachers and Staff take a survey generated by the Villegas Leadership Team

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Villegas teachers are formally observed every year or every two years.
- Classrooms are visited and observed by administration multiple times each week.
- Parents from advisory groups visit classrooms to observe curriculum and classrooms at least two times per year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant 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)

- Villegas staff continually develop and score standards based assessments and subject-area common assessments.
- SBAC and ELPAC data continue to drive our instruction and placement of students into appropriate courses.
- All core curricular areas administer and collaboratively review common formative assessments and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely intervention.
- CAASPP Interim Assessments in ELA and Math are administered throughout the year to guide instruction and improve student achievement.
- iReady is administered three times per year in ELA courses to determine student lexile levels, guide instruction, provide support lessons, and improve student achievement.
- iReady is administered three times per year in Math courses to determine student levels, guide instruction, provide support lessons, and improve student achievement.
- MDTP is administered at least one time per year in Math courses to determine course readiness, guide instruction, and improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

- All core curricular areas administer and collaboratively review common formative assessments, interim assessments, and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely interventions.
- Data analysis worksheets are completed by PLC groups at least six times per year to evaluate student progress and best instructional practices.
- The Equity Leadership Team meets monthly to review student data and interventions.
- All teachers (including enrichment and PE) meet weekly in PLC's to review district-adopted pacing guides and develop common assessments based on district pacing guides and subject-area standards.
- All ELA teachers utilize the iReady assessments to establish each student's lexile level and monitor reading growth a minimum of three times each year.
- ELA and ELD teachers utilize iReady data reports to monitor the English proficiency of students receiving sheltered instruction (ELPAC levels 1 & 2).
- All Math teachers use MDTP data to determine course readiness, guide instruction, and improve student achievement.
- All Math and ELA teachers use iReady data to determine student levels, guide instruction, provide interventions, and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- YVMS teachers met all credential requirements in accordance with state guidelines.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

- All core curriculum teachers were trained on SBE-adopted text at the time of adoption. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are no longer eligible for publisher staff development. Instructional Coaches, Department Chairs and PLC's have informed new or transferred teachers on the use of adopted materials.

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

- Monthly staff meetings and site professional development are designed to inform teachers of site specific assessment data. Teachers are directed to use the data to identify under-performing, EL, and SWD students proficiency levels.
- Teachers participate in professional development to better meet the needs of each group.
- PLC's analyze data, share "Best Practices" and cognitively plan engaging lessons. Information is then used by teachers to implement instructional strategies for the purpose of increasing student achievement.
- Data assessment sheets are completed a minimum of six times per year.
- Our school wide MTSS system is implemented to support students in need and track implementation of Tier I, Tier II, and Tier III interventions.
- Each staff member has two release day opportunities for professional development and content level planning. One day is targeted toward Language Learners.
- The district and Union offer multiple professional development opportunities for teachers and staff throughout the year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

- Site-level Instructional Coach participates at weekly PLC meetings for consultation and staff development. Instructional Coach and subject specific trainers have also provided individual instructional support and provided departmental training as needed.
- YVMS presently has a full time Instructional Coach who leads subject-area Lesson Studies, models demonstration lessons, co-plans & co-teaches lessons, and organizes meaningful professional development opportunities for teachers.
- Each core subject area at each grade level has one designated Department Chair/Instructional Leader to assist with planning, curriculum, and organization of the units of study.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

- During weekly PLC time, teachers collaborate in grade level, department, and content specific groups. This work is teacher directed.
- Each staff member has two release day opportunities for professional development and content level planning.

Teaching and Learning

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

- PLC's use curricular materials and researched- based instructional strategies to design effective lessons to meet the needs of all students.
- All core curricular areas use currently or previously aligned and adopted SBE texts. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards. The ELA curriculum, Study Sync, was adopted in 2019 and is aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

- Recommended instructional minutes are faithfully implemented in ELA and math daily without interruption.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

- YVMS's master schedule provides intervention courses in ELA and Math to prepare students for high school.
- An intervention teacher is assigned to provided small group targeted intervention to students in ELA and Math while maintaining enrichment courses to prepare students for high school.
- Math and ELA intervention is provided to 6th, 7th, and 8th grade students who are not meeting grade level standards and are designated as needing strategic/intensive intervention to improve academic proficiency during the instructional day. Tier I interventions happen within the classroom.

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

- All students have access to the district adopted instructional materials in class. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards.
- All students are provided a second set of textbooks for home use.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

- All students receive daily instruction in all core curricular classes using appropriate standards-based instructional materials.

Opportunity and Equal Educational Access

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

- Villegas will continue to provide a 2nd period of math intervention for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of the student's elective class.
- Villegas will continue to provide a 2nd period of language arts intervention for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of the student's elective class.
- Villegas will provide intensive short term pull-out intervention with our Intervention teacher for students at each grade level who are consistently not meeting grade level standards. This is not a class, but small groups of students working toward standard mastery.
- Villegas will schedule 7th and 8th grade LTEL's (Long-term English Learners) as indicated by ELPAC data, into a 2nd period of ELA instruction to advance academic language acquisition and support student progress toward reclassification.
- Students identified as LTELs will be scheduled to receive support and language intervention focused on reading, writing, listening and speaking through AALD.
- Students identified as ELPAC levels 1 & 2 have been scheduled in sheltered core classes to receive SDAIE instruction strategies, receive assistance from the Bilingual Instructional Aides, and receive support to improve access to the core curriculum.

Evidence-based educational practices to raise student achievement

- All teachers are knowledgeable about the state standards, pacing guides, and research-based instructional strategies.
- All teachers work in Professional Learning Communities (PLC).
- All teachers analyze student data to inform instruction.
- All teachers share "Best Practices" and participate in the cognitive planning process.
- All teachers collaboratively plan using core curricular materials and "Best Instructional Practices" to deliver first best instruction.
- All teachers and instructional support staff have access to training, professional development, and support to work on "Best Instructional Practices" and designing effective interventions.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parents are educated on how to access the AERIES Parent Portal to monitor student progress.
- Counselors analyze grade data and facilitate parent conferences.
- Counselors schedule students into intervention classes as needed.
- Counselors counsel under-performing students after each grading period.
- The EL/Intervention counselor meets regularly with at-risk students to monitor progress, identify areas of need, and advise students, parents and teachers of needed interventions.
- All parents have access to family engagement training and services through our ATP.
- Villegas has a mentorship program where students are supported by teachers outside of the school day.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- Parents are encouraged to participate in our various Parent Advisory Groups: ELAC, SSC, PTO and ATP.
- PTO volunteers support the school-wide academic and extra-curricular programs throughout the year.
- Various family activities and parent education opportunities are planned throughout the year.
- All parents have access to CEP family engagement training and services through the GEAR Up Grant.

Funding

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

- The computer lab is opened extra hours to support students in the curricular subject areas. This is funded by LCFF-LI
- Brainpop supports all content areas as an extension of common core standards based instruction. This program is funded by LCFF-LI.
- Students are provided with individual devices to use at school and at home.
- Math tutoring is provided two times a week to support struggling students. This is funded by LCFF-LI
- Each core curricular area was given extra funds to support instruction and buy supplemental materials.
- Technology was purchased to assist beginner and early intermediate English Language Learners with their language acquisition. A translation app was used with this technology to assist students with their transition from their home language to English.
- The EBSCO database was provided to 6th, 7th, and 8th grade students to allow access to required academic research materials in all subject areas at school and home.
- All classrooms are equipped with a set of whiteboards, markers, and erasers to support the use of SDAIE strategies to improve student understanding, academic language development, engagement, and achievement.

Fiscal support

- A school community assessment indicated that LCFF-LI and LCFF-EL funding should be utilized to provide technology, computer based programs, and academic supports to at risk students.
- Analysis of data indicates that LCFF-LI funding needs to be allocated for teachers to participate in a ongoing training and professional development which will focus on research-based instructional strategies which promote academic proficiency of our student population.
- Analysis of data indicates that LCFF-EL funding should be used to purchase SDAIE materials for all classrooms to improve student understanding, academic language development, engagement, and achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Multiple advisory groups were involved in the review and update of the SPSA. Each group reviewed the previous year's goals and expenditures as well as provided input about changes to the current year's SPSA. The feedback loop between advisory groups and School Site Council was continuous. Meetings with advisory groups were held as follows:

ELAC - December 3, 2020 and March 4, 2021
PTO - February 17, 2021

Leadership - March 1, 2021

School Site Council - January 21, 2021 and March 25, 2021

School Safety Committee - November 13, 2020. Next meeting is scheduled for November 2021 to review the school's Comprehensive Safety Plan.

Resource Inequities

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

Student Needs:

- Student performance in Math is concerning and needs to be an area of focus for our school.
- Student performance in ELA is concerning and needs to be an area of focus for our school.
- The goals for achievement exist, but are not well known by stakeholders.
- Students are in need of more interventions and supports in all areas (MTSS - academic, behavioral, social emotional)
- EL students are in need of more primary language support and technology to access the curriculum.
- Students are in need of more computer based programs and technology to access curricular content and support learning.
- Materials and activities to support instruction and supplement the adopted core curricular materials are a huge area of need.

Curriculum and Instruction:

- Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards. Most of our materials are very outdated
- Teachers struggle to use data effectively and it does not tend to drive instruction
- Common assessments are not routinely used or analyzed
- Materials and activities to support instruction and supplement the curricular materials are a huge area of need. Because the textbooks are not aligned with the current standards, and application is a huge focus of the CaCCSS, supplemental activities and materials are a must.
- Backwards planning does not always occur, so some standards are not taught.

Professional Development:

- Professional development does not routinely address student achievement.
- Training, collaboration, data analysis, and planning time for teachers.
- There is a need for training to support Co-teaching

Family and Community Involvement:

- Families are involved in activities that are fun, but seldom attend parent training or activities that support student learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.43%	0.43%	0.36%	6	6	5
African American	5.20%	6.01%	6.74%	73	84	94
Asian	6.70%	6.72%	7.46%	94	94	104
Filipino	3.35%	3%	3.23%	47	42	45
Hispanic/Latino	64.53%	66.02%	64.01%	906	923	893
Pacific Islander	0.28%	0.21%	0.72%	4	3	10
White	17.66%	15.88%	15.84%	248	222	221
Multiple/No Response	0.07%	0.21%	1.65%	1	3	0
Total Enrollment				1404	1,398	1,395

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	495	421	476
Grade 7	490	501	418
Grade 8	419	476	501
Total Enrollment	1,404	1,398	1,395

Conclusions based on this data:

1. Enrollment has stayed consistent for the last two school years.
2. The average class size is typically about 460 - 475 students.
3. Student groups by ethnicity/Race have stayed relatively the same. We have a high Hispanic population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	300	306	250	21.4%	21.9%	17.9%
Fluent English Proficient (FEP)	246	244	295	17.5%	17.5%	21.1%
Reclassified Fluent English Proficient (RFEP)	23	38	74	8.6%	12.7%	24.2%

Conclusions based on this data:

1. The percentage of our language learners has increased slightly over the past three years, but has stayed similar.
2. The reclassification rate has been inconsistent. This could be based on several factors, including a change from CELDT to ELPAC and the use of SBAC data for the basic skills assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	471	488	419	468	482	414	468	482	414	99.4	98.8	98.8
Grade 7	432	493	510	425	491	505	425	491	505	98.4	99.6	99
Grade 8	455	416	478	448	410	467	448	410	467	98.5	98.6	97.7
All Grades	1358	1397	1407	1341	1383	1386	1341	1383	1386	98.7	99	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2514.	2522.	2523.	13.03	17.63	17.15	29.91	32.99	31.16	28.85	25.10	27.54	28.21	24.27	24.15
Grade 7	2532.	2524.	2546.	9.41	9.98	12.87	35.76	31.77	37.03	27.76	25.87	25.74	27.06	32.38	24.36
Grade 8	2555.	2562.	2545.	11.83	14.88	11.99	34.38	35.37	30.84	30.58	29.76	27.19	23.21	20.00	29.98
All Grades	N/A	N/A	N/A	11.48	14.10	13.85	33.26	33.26	33.19	29.08	26.75	26.77	26.17	25.89	26.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.87	23.65	21.50	47.22	44.40	46.62	32.91	31.95	31.88
Grade 7	19.53	17.31	23.17	44.47	47.45	47.33	36.00	35.23	29.50
Grade 8	20.98	23.17	17.56	47.32	48.05	46.90	31.70	28.78	35.55
All Grades	20.13	21.26	20.78	46.38	46.57	46.97	33.48	32.18	32.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.30	23.86	23.91	46.37	47.10	52.66	33.33	29.05	23.43
Grade 7	23.35	18.33	27.13	49.06	44.40	50.69	27.59	37.27	22.18
Grade 8	23.88	24.63	17.56	49.33	50.49	56.75	26.79	24.88	25.70
All Grades	22.46	22.13	22.94	48.21	47.14	53.32	29.33	30.73	23.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.03	16.18	17.15	68.59	61.83	64.01	18.38	21.99	18.84
Grade 7	9.88	9.16	10.50	66.12	64.15	68.71	24.00	26.68	20.79
Grade 8	10.27	16.10	10.92	72.10	64.39	68.09	17.63	19.51	20.99
All Grades	11.11	13.67	12.63	68.98	63.41	67.10	19.91	22.92	20.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.22	28.63	25.85	53.63	51.45	51.45	24.15	19.92	22.71
Grade 7	21.41	24.44	26.93	55.53	51.53	49.70	23.06	24.03	23.37
Grade 8	25.67	26.59	22.06	47.99	55.85	47.54	26.34	17.56	30.41
All Grades	23.12	26.54	24.96	52.35	52.78	49.49	24.53	20.68	25.54

Conclusions based on this data:

1. The participation rate at our site is high and should give an accurate representation of student population.
2. For measuring overall achievement, the number of students in each band has stayed similar during the three year span. There is not a truly noteworthy increase or decrease in any one band or year.
3. The Claims/Targets for Writing and Research/Inquiry are consistently lower than that for listening. Writing is actually showing a decrease.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	470	487	420	468	484	418	468	483	418	99.6	99.4	99.5
Grade 7	431	494	510	428	492	506	428	492	506	99.3	99.6	99.2
Grade 8	455	416	478	451	410	469	450	410	469	99.1	98.6	98.1
All Grades	1356	1397	1408	1347	1386	1393	1346	1385	1393	99.3	99.2	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2512.	2526.	2512.	15.38	21.53	17.46	20.94	22.98	19.62	32.48	29.40	31.10	31.20	26.09	31.82
Grade 7	2534.	2516.	2528.	14.02	13.82	15.22	25.23	18.90	24.70	32.71	29.47	27.67	28.04	37.80	32.41
Grade 8	2563.	2552.	2529.	26.44	21.71	17.06	14.89	16.10	15.35	29.33	30.49	24.52	29.33	31.71	43.07
All Grades	N/A	N/A	N/A	18.65	18.84	16.51	20.28	19.49	20.03	31.50	29.75	27.64	29.57	31.91	35.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.08	29.81	24.88	35.47	35.61	34.21	41.45	34.58	40.91
Grade 7	23.83	22.15	25.69	37.38	28.66	31.82	38.79	49.19	42.49
Grade 8	32.44	23.66	21.11	34.67	39.51	30.70	32.89	36.83	48.19
All Grades	26.45	25.27	23.91	35.81	34.30	32.16	37.74	40.43	43.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.82	19.46	14.83	48.93	47.62	45.45	38.25	32.92	39.71
Grade 7	17.52	13.82	16.40	51.87	46.54	49.60	30.61	39.63	33.99
Grade 8	22.89	23.41	17.48	41.11	50.49	37.53	36.00	26.10	44.99
All Grades	17.68	18.63	16.30	47.25	48.09	44.29	35.07	33.29	39.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.31	21.74	17.94	45.94	45.34	44.98	36.75	32.92	37.08
Grade 7	15.19	15.45	17.98	59.35	54.88	57.91	25.47	29.67	24.11
Grade 8	23.33	21.22	20.26	53.33	53.41	44.99	23.33	25.37	34.75
All Grades	18.65	19.35	18.74	52.67	51.12	49.68	28.68	29.53	31.59

Conclusions based on this data:

1. Our math scores are very low.
2. For measuring overall achievement, the number of students in each band has stayed similar during the three year span. There is not a truly noteworthy increase or decrease in any one band or year.
3. The Claims/Targets for Concepts and Procedures are consistently lower than the other two areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1532.8	1520.9	1532.1	1514.7	1533.0	1526.5	100	76
Grade 7	1542.9	1527.9	1539.0	1528.9	1546.4	1526.4	97	95
Grade 8	1568.5	1548.6	1558.1	1542.8	1578.3	1553.8	65	89
All Grades							262	260

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.00	14.47	37.00	46.05	20.00	31.58	*	7.89	100	76
7	42.27	24.21	34.02	36.84	19.59	23.16	*	15.79	97	95
8	63.08	17.98	24.62	47.19	*	26.97	*	7.87	65	89
All Grades	44.27	19.23	32.82	43.08	16.41	26.92	6.49	10.77	262	260

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	57.00	30.26	29.00	44.74	12.00	17.11	*	7.89	100	76
7	57.73	38.95	29.90	32.63	*	17.89	*	10.53	97	95
8	70.77	42.70	18.46	34.83	*	12.36	*	10.11	65	89
All Grades	60.69	37.69	26.72	36.92	9.54	15.77	*	9.62	262	260

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	20.00	7.89	25.00	35.53	31.00	38.16	24.00	18.42	100	76
7	28.87	9.47	25.77	32.63	23.71	31.58	21.65	26.32	97	95
8	56.92	14.61	21.54	29.21	*	35.96	*	20.22	65	89
All Grades	32.44	10.77	24.43	32.31	23.28	35.00	19.85	21.92	262	260

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	37.00	28.95	55.00	55.26	*	15.79	100	76
7	32.99	23.16	53.61	55.79	13.40	21.05	97	95
8	46.15	14.61	44.62	70.79	*	14.61	65	89
All Grades	37.79	21.92	51.91	60.77	10.31	17.31	262	260

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	68.00	44.74	28.00	43.42	*	11.84	100	76
7	79.38	50.53	17.53	36.84	*	12.63	97	95
8	92.31	53.93	*	34.83	*	11.24	65	89
All Grades	78.24	50.00	17.94	38.08	*	11.92	262	260

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	21.00	9.21	24.00	43.42	55.00	47.37	100	76
7	30.93	20.00	15.46	38.95	53.61	41.05	97	95
8	55.38	22.47	21.54	35.96	23.08	41.57	65	89
All Grades	33.21	17.69	20.23	39.23	46.56	43.08	262	260

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.00	30.26	70.00	64.47	11.00	5.26	100	76
7	26.80	6.32	69.07	74.74	*	18.95	97	95
8	40.00	4.49	56.92	91.01	*	4.49	65	89
All Grades	27.10	12.69	66.41	77.31	6.49	10.00	262	260

Conclusions based on this data:

1. Because we only have data for two years, it is difficult to see the trends.
2. The first year data is much higher, than our current data. We also had a very high reclassification rate. It will be interesting to see if the data stabilizes and was high because it was a new test.

3. The writing domain is higher than I anticipated, but the other three domains are very low. We need to focus on academic supports for our EL students in these areas.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1398	65.2	21.9	0.3
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	21.9
Foster Youth	4	0.3
Homeless	26	1.9
Socioeconomically Disadvantaged	912	65.2
Students with Disabilities	175	12.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	84	6.0
American Indian	6	0.4
Asian	94	6.7
Filipino	42	3.0
Hispanic	923	66.0
Two or More Races	21	1.5
Pacific Islander	3	0.2
White	222	15.9

Conclusions based on this data:

1. The population numbers and percentages have stayed about the same for numerous years.
2. Our number of students with disabilities is higher than is expected by the state.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. We have improved our performance in chronic absenteeism and suspension rate
2. Our MTSS with PBIS and our targeted supports for attendance seems to be supporting behavior and attendance improvements.
3. There is much room for growth in ELA and Math with a targeted plan for improvement.

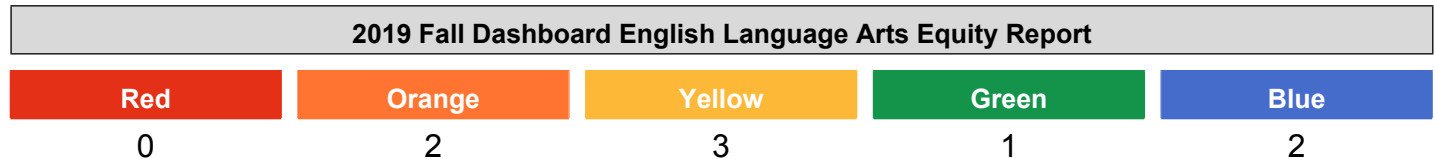
School and Student Performance Data

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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 10.2 points below standard Maintained ++2 points 1320	 Yellow 38.4 points below standard Increased ++6.2 points 452	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 35 points below standard Declined -4.4 points 26	 Yellow 28.9 points below standard Increased ++3.1 points 872	 Orange 122.2 points below standard Increased ++3.6 points 176

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Yellow 6.2 points below standard Increased Significantly ++21.6 points 73	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  Blue 59.1 points above standard Increased ++10.4 points 92	Filipino  Blue 42.1 points above standard Increased Significantly ++21.9 points 41
Hispanic  Orange 28.9 points below standard Maintained -2.6 points 869	Two or More Races  No Performance Color 55.4 points above standard Increased Significantly ++47.2 points 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 18.9 points above standard Increased ++4.5 points 215

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 95.7 points below standard Increased ++5.7 points 239	Reclassified English Learners 25.8 points above standard Maintained ++1.6 points 213	English Only 0.8 points above standard Maintained -0.5 points 787
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Conclusions based on this data:

1. Our students with disabilities and three Race/Ethnicity groups decreased in scores significantly.
2. Our SED and Homeless population were 30 points below standard.
3. We need to focus instructions and interventions to provide supports for sub groups that are under performing.

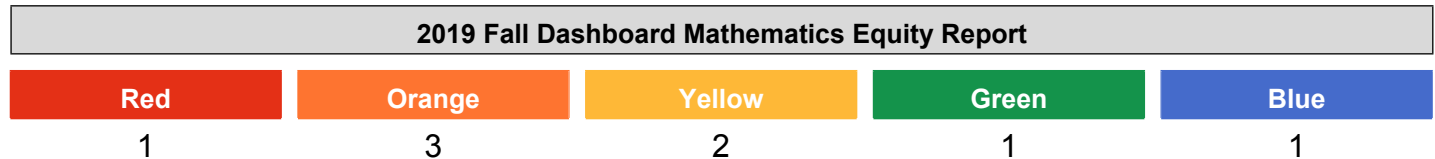
School and Student Performance Data

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 41.4 points below standard Declined -7 points 1320	English Learners  Orange 66.7 points below standard Declined -7.7 points 452	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 76.8 points below standard Declined -14.3 points 26	Socioeconomically Disadvantaged  Orange 59.5 points below standard Declined -4.9 points 872	Students with Disabilities  Red 166 points below standard Declined -7.1 points 176

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Yellow 56.4 points below standard Increased ++11.8 points 73	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  Blue 45.8 points above standard Increased ++13.8 points 92	Filipino  Green 13.9 points above standard Declined -6.6 points 41
Hispanic  Orange 60.2 points below standard Declined -10 points 869	Two or More Races  No Performance Color 22.2 points above standard Increased Significantly ++34.8 points 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Yellow 13.6 points below standard Declined -11.3 points 215

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 123.3 points below standard Declined -6.9 points 239	Reclassified English Learners 3.3 points below standard Declined -13.9 points 213	English Only 33.3 points below standard Declined -9 points 787
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Conclusions based on this data:

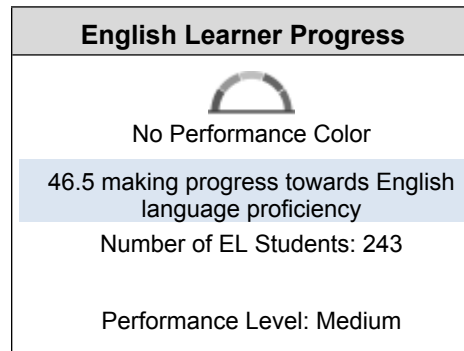
1. Students scored significantly lower in Math than they did in ELA.
2. Every Race/Ethnicity with a significant population declined.
3. No subgroups increased and most declined. Our school is struggling with math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.1	28.3	6.9	39.5

Conclusions based on this data:

1. Our reclassification rate does not reflect that 44.3% of our students scored at level 4 (well developed).
2. Our beginning stage, Level 1, students are reflective of our population of students that are new to the use and EL students.
3. Our students are scoring well on the ELPAC but are struggling to reclassify.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	1	1

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  Yellow 9.9 Maintained +0.3 1481	English Learners  Yellow 9.2 Maintained +0.3 325	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless  No Performance Color 24.2 Declined -4.3 33	Socioeconomically Disadvantaged  Orange 11.9 Maintained 0 999	Students with Disabilities  Yellow 12.1 Declined Significantly -3.3 207

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 14.6 Maintained +0.3 103	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Asian  Yellow 3.1 Increased +2 97	Filipino  Blue 2.3 Maintained +0.1 44
Hispanic  Orange 10.6 Increased +0.8 968	Two or More Races  No Performance Color 8 Maintained -0.3 25	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 9.4 Declined Significantly -3.2 233

Conclusions based on this data:

1. The subgroups that have high rates of chronic absenteeism are also scoring lower on ELA and Math SBAC assessments.
2. Although we have improved, there is still a higher than expected rate of chronic absenteeism, especially for a school that has a relatively high average daily attendance rate.
3. Many of the subgroups have chronic absentee rates that are declining, but still are struggling academically.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

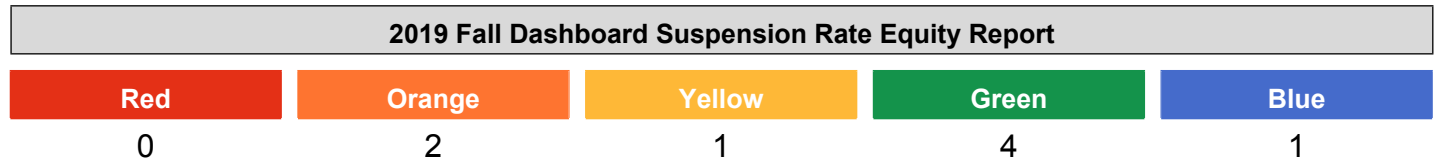
School and Student Performance Data

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  Green 4.9 Declined -0.8 1533	English Learners  Green 6.4 Declined -1 330	Foster Youth  No Performance Color 7.7 13
Homeless  No Performance Color 6.1 Declined -3.5 33	Socioeconomically Disadvantaged  Green 5.9 Declined -1 1023	Students with Disabilities  Orange 8.5 Maintained +0.2 213

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 9.3 Declined -4.2 107	American Indian  No Performance Color Less than 11 Students - Data 6	Asian  Orange 3.1 Increased +1 98	Filipino  Blue 0 Declined -2.1 45
Hispanic  Green 5.7 Declined -0.4 999	Two or More Races  No Performance Color 3.4 Declined -0.7 29	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Green 1.6 Declined -2.5 243

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.7	4.9

Conclusions based on this data:

1. Suspension rates by Race/Ethnicity have improved significantly and are more closely mirroring our student population.
2. African American student suspension rates have declined by 4.2, which is a significant improvement.
3. Students with disabilities are suspended at a much higher rate than the percentage of all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in English Language Arts as measured by the iReady assessment will increase by 5% school wide.

Identified Need(s)

- Support to increase performance in ELA
- Access to computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Data	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review iReady diagnostic assessment data to determine percent of increase for each grade level.
AERIES, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2021-2022 school year.	The school will compare attendance data from one year to the next.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be provided access to technology, computers, and curricular materials to supplement core instruction

Strategy/Activity

Purchase supplemental instructional supplies, technology and computers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2821

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1983

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers,ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-LI

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide EBSCO database and other programs to supplement curricular instruction and support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

732

Source(s)LCFF-LI
5000-5999: Services And Other Operating Expenditures**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for ELA teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2130

Source(s)LCFF-LI
1000-1999: Certificated Personnel Salaries**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Provide supplemental materials to enhance the ELA curriculum and enhance student learning

Strategy/Activity

Provide books and magazines for the library

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The major change is to provide money to implement supports and buy books for the campus library. Also, we do not need to buy as many student computers, so are reallocating money to other technology and instructional supplies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in math as measured by the iReady assessment will increase by 4% school wide.

Identified Need(s)

- Support to increase performance in Math
- Access to computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review iReady Diagnostic Assessment data to determine percent of increase for each grade level.
Aeries, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2021-2022 school year.	The school will compare attendance data from one year to the next.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be provided access to technology, computers, and curricular materials to supplement and support core instruction

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2821

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide extra hours for math teacher to provide math tutoring to support struggling students.

Strategy/Activity

Provide math tutoring two days a week for any students that are struggling or need support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4259

Source(s)

LCFF-LI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1978

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers, ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide EBSCO database and other necessary programs to supplement curricular instruction and support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

731

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for Math teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2129

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We previously budgeted money to provide Tier II math support in the form of before school tutoring. This program only took place on a limited scale, but we would like to extend it for the entire year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will reinstate the money that has traditionally been spent on tutoring. Last year the tutoring program was not funded, but it will return this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in English Language Arts Informational Text Comprehension as measured by the iReady assessment will increase by 5% school wide.

Identified Need(s)

- Support to increase performance in History
- Access computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review iReady Diagnostic Assessment data to determine percent of increase for each grade level.
AERIES, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will compare attendance data from one year to the next.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be provided access to technology, computers, and curricular materials to supplement and support core instruction.

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2821

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1977

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental materials for core curricular instruction

Strategy/Activity

Provide printers, ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-LI

4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide EBSCO database and other programs to supplement curricular instruction and support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

732

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for History teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2129

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in Math Measurement and Data as measured by the iReady assessment will increase by 4% school wide.

Identified Need(s)

- Support to increase performance in Science
- Access computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review iReady Diagnostic Assessment data to determine percent of increase for each grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be provided access to technology, computers, and curricular materials to supplement core instruction and support learning

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2820

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1977

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000-2999: Classified Personnel Salaries

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers, ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide EBSCO database and other programs to supplement curricular instruction and support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

731

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for Science teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2129

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2022, percentage 7th and 8th grade students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year.
By June 2022, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

Identified Need(s)

- Support to increase performance for EL students
- EL students are in need more primary language support and technology to access the curriculum.
- Access to technology, computers, and digital media
- Supplemental curricular materials to support ELD and sheltered instruction
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for parents and staff to participate in training to support EL students at school and at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and site reclassification data	The school will use the data to schedule English Learners into ELA, ELD, and elective courses such as AVID and AALD.	The school will use standards based assessments to determine the success of ELD instruction, SDAIE strategy classroom implementation, and interventions such as Imagine Learning and AALD. The school will review reclassification data to determine the reclassification percent of increase for our EL population.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide support for EL students and parents for ELPAC testing

Strategy/Activity

ELPAC testing coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2434

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide a comprehensive program for EL students and parents that provides an opportunity to give input on programs and expenditures directly supporting EL students and participate in the feedback loop.

Strategy/Activity

EL Facilitator stipend, substitute coverage for facilitator as needed, and interpreters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4381

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

500

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide supplemental materials for core curricular areas and curricular support for English Language development for EL students within the classroom.

Strategy/Activity

Provide additional hours for the Bilingual Instructional Assistants to work with EL students in sheltered classrooms and throughout the day.
Provide supplemental curricular materials to improve access to the core curricular content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5399

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

1000

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide support and resources to engage parents in advisory groups

Strategy/Activity

Support ELAC meetings with essential supplies to engage parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support MTSS, Interventions, data analysis, and first best instruction for ELD and core curricular instruction for EL students in throughout the day, including in sheltered classrooms.

Strategy/Activity

Provide Release days to teachers for training, collaboration, data analysis, and planning time for ELD, sheltered, and core content instruction for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4368

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers will be provided access to technology supplement core curriculum and support sheltered instruction for EL students

Strategy/Activity

Purchase computers, laptops, flat panels, ipads, LCD projectors with bulbs, and document cameras for ELD and sheltered classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4518

Source(s)

LCFF-EL
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all EL students in the school, particularly those that are at-risk of not meeting the state standards, and provide supports to families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds will be used to focus on more supports within the classroom and parent involvement

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Classroom supports will include more funding for BIAs and integration of assistive technology for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June, 2022, Villegas will have a .5% decrease in the suspension rate for drug and violent offenses as compared to the last school year, by implementing positive incentive programs, Multi-tiered Systems of Supports (MTSS), early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

Identified Need(s)

- Alternatives to suspension
- Positive incentive programs
- Interventions, PBIS, and Multi-tiered Systems of Supports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Discipline data and the California Dashboard Data	The school will determine which student interventions and alternatives to suspension are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will increase alternatives to suspension and see a decrease in drug and violent offenses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Engage Families in actively participating in events and improve school connectedness

Strategy/Activity

Parent Trainings and Translation for events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
675	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Engage Families in actively participating in events and improve school connectedness

Strategy/Activity

Provide opportunity for parents and staff to engage in training specifically targeted to support EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school by providing early intervention, alternatives to suspension, and MTSS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MTSS implmentation will become a major focus. We will also focus and connect families with the school through trainings and activites.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Alternatives to suspension and MTSS will become a major focus. Providing trainings and supports for families will be a focus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High School Graduation and College Readiness

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.

By June 2022, the average daily attendance will be at or above 97% for the year.

Identified Need(s)

- Support to increase performance core academic subjects
- Access to technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Attendance incentives and interventions
- Villegas mentoring program
- Provide opportunities for students to participate in enriching academic activities and academic competitions
- Improve access to CTE courses

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Promotion Criteria and school promotion data. Yearly Average Daily Attendance Percentage.	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review the yearly promotion list to determine the percentage of students who meet the promotion requirements established by the AUSD School Board. The school will review the average daily attendance percentage to put in supports and incentives as well as implement Saturday Academy to improve attendance rates.
Yearly Average Daily Attendance Percentage.	The school will determine which student incentives are	The student daily attendance rate will increase as a result of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	successful and where Villegas needs to focus for the 2020-2021 school year.	interventions and positive incentives.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with excessive or chronic Absences

Strategy/Activity

Saturday Academy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Attendance 1000-1999: Certificated Personnel Salaries
1000	Attendance 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To address the needs of all students in the school by providing early intervention, alternatives to suspension, and MTSS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Addition of the Villegas mentoring program and positive attendance incentives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase in average daily attendance rate and promotion percentage.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,875.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Attendance	\$2,000.00
LCFF-EL	\$24,975.00
LCFF-LI	\$39,900.00

Subtotal of state or local funds included for this school: \$66,875.00

Total of federal, state, and/or local funds for this school: \$66,875.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	25,270.00	295.00
LCFF-LI	60,865.00	20,965.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	2,000.00
LCFF-EL	24,975.00
LCFF-LI	39,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,115.00
2000-2999: Classified Personnel Salaries	6,074.00
4000-4999: Books And Supplies	23,301.00
5000-5999: Services And Other Operating Expenditures	4,126.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	1,000.00
4000-4999: Books And Supplies	Attendance	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	11,683.00
2000-2999: Classified Personnel Salaries	LCFF-EL	6,074.00
4000-4999: Books And Supplies	LCFF-EL	6,018.00

5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
	LCFF-LI	4,259.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	16,432.00
4000-4999: Books And Supplies	LCFF-LI	16,283.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	2,926.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,166.00
Goal 2	12,418.00
Goal 3	8,159.00
Goal 4	8,157.00
Goal 5	23,100.00
Goal 6	1,875.00
Goal 7	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kristen Moorhouse	Principal
Luis Alvarez Nieto	Classroom Teacher
Elizabeth Flores	Classroom Teacher
Kelli Lawson	Classroom Teacher
Sarai Padilla	Classroom Teacher
Denyse Buck	Other School Staff
Timothy Cruz	Parent or Community Member
Zoe Milkie	Parent or Community Member
Steven A. Petty	Parent or Community Member
Mariam Atallah	Secondary Student
Zacariah Atallah	Secondary Student
Jordyn Brown	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Parent Teacher Organization

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 May 13, 2021.

Attested:




Principal, Kristen Moorhouse on May 13, 2021

SSC Chairperson, Mariam Atallah on May 13, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)



Alvord Unified School District
Ysmael Villegas Middle School
English Learners Advisory Committee

Dec 3, 2020
2:30 P.M. Virtual

[Dec. Folder Link](#)

Zoom Link: <https://zoom.us/j/92373404559>



Minutes

- I. Introductory Procedures
 - i. Call to Order
 - I. Ventura called the meeting to order at 2:35pm
 - ii. Welcome/Sign-in
 - S. Padilla welcomed all the parents and asked them to sign in digitally
 - iii. Pledge of Allegiance
 - Led by Bianca Rangel
- II. Member Nomination Results:
 - I. Ventura and S. Padilla congratulated our Villegas 2020-2021 Committee. Congratulations to Bianca Rangel, Gloria Fernandez, Corinna Soto, Lupe Salas, Evangelina Ortiz, Rosa Diaz, Maritza Jara, and Maria Huratado.
- III. Officer Vote: All Members [Document Link](#)
 - i. President- Maritza Jara
 - 1st – Bianca Rangel
 - 2nd – Rosa Diaz
 - Passed Unanimously
 - ii. V. President- Corrina Soto
 - 1st – Bianca Rangel
 - 2nd – Maritza Jara
 - Passed Unanimously
 - iii. Secretary- Lupe Salas
 - 1st – Rosa Diaz
 - 2nd – Bianca Rangel
 - Passed Unanimously
 - iv. DELAC Rep- Bianca Rangle
 - 1st- Maritza Jara
 - 2nd – Rosa Diaz
 - Passed Unanimously
- IV. Review ELAC Manual
 - S. Padilla discussed and shared the new ELAC manual for the ELAC committee and parents. She reviewed and asked parents to make sure they read the manual carefully to understand all procedures and regulations. She provided all parents a copy of the manual digitally. [Link](#)
- V. Mandatory Topics *(The following must be Agenda items mandated by State regulations. Documentation of these items has to be evident in your Minutes and Agendas.)*
 - i. Needs Assessment For Dec 17 SSC meeting:
 - S. Padilla reviewed the Needs Assessment with the committee. She explained the Assessment handout tool and the various ways to find data in order to gauge our ELL programs and services. A digital copy was provided to the committee for reference. [Link](#)
- VI. SPSA:
 - K. Moorhouse presented, reviewed, and discussed our SPSA English Language Learners Goal for School year 2020-2021. She stated that by June 2021, the percentage of 7th and 8th grade students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year. By June 2021, the

percentage of students that reclassify from EL to RFEP will have increased by 3% as compared to cohort data from the previous school year. Our committee approved the Goal.

VII. Principal Moorhouse

i. LCAP:

K. Moorhouse presented the Local Control Accountability plan. She explained and discussed the importance of this accountability plan. She encouraged the parents to join the advisory meetings that would be available through zoom. She discussed Alvord's LCAP Goals for 2021-2024. She provided parents with a digital copy of the presentation. [Link](#), [Eng Link](#), [Span Link](#)

ii. School Safety Committee

Table for next meeting

VIII. Other Topics:

i. Reclass

I. Ventura discussed that they are currently working on reclassification and that Villegas currently has 42 students eligible for reclassifications. She also stated that the second round of reclassifications will start in January 2021.

IX. Adjournment

i. Next Meeting: Feb 4, 2021 Time: 2:30 p.m.

March 4, 2021

Call to Order 2:35pm

Attendance:

1. Kristen Moorhouse
2. Imelda Ventura
3. Sarai Padilla
4. Corinna Soto
5. Bianca Rangel
6. Lupe Salas
7. Rosa Diaz
8. Maritza Jara
9. Karen Cruz
10. Belinda Bettis
11. Gina Muldrow
12. Rachel Esparza
13. Maxx242 (Parent)
14. Peyton McDonald
15. Jennifer Burcham

II. Approve Minutes 2/04/21

A. Motion: Rosa Diaz 2nd: Bianca Rangel

III. a. Mandatory Topics:

Presentors: Bettis & Esparza Counselors

Counselors were introduced and gave schedules of office hours available to assist students. Wellness Wednesday hours for each grade level. There is individual counseling for individual student needs, personal academic, social. There is also group counseling available for small groups of students. Ms. Navarro is the English Language Learner support. There is weekly postings in GC stream and also through social media. Students that are struggling will be reached through GoGaurdian/GoogleClassroom and email to all students that are not passing.

IV. Moorehouse:

i. Budget

-Expenditures will be used by end of month

-CABE \$ has not been used. Ideas were given for spending the money instead of CABE.

1. Additional Technology
2. Maritz- incentives, awards, recognition to students who were reclassified.
Pennants, water bottles can also be given to these students to motivate them and encourage them to pass testing for reclassification.
3. Bianca- Additional support for 3-4 students
4. Ventura- More bilingual aid hrs. net year, coping skills with counselors
5. Rosa- Tutoring

ii. SPSA

- J. Burcharm presented, discussed, and discussed the SPSA goals.

- Old EL Goal: By June 2021, percentage of students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year. By June 2021, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

- Proposed New EL Goal (keep the same): By June 2022, percentage of students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year. By June 2022, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

- Parents approved the new goals.

V. Other Topics

1. DELAC Report: Bianca: Feb.16th Loma Vista Middle School:

- ELPAC Pending

- Local Control

- Family Engagement

2. March 22nd Reopening for Elementary Schools

3. Karen PTO President: Book Fair, Red Robin Family Night, Paint Night, email Principal to know if your student is in Hybrid or Virtual

4. Last Day of School is May 28th

VI. Next Meeting April 8th at 2:30 pm

MEETING ADJOURNED AT 3:35PM

Old ELA Goal: By June 2021, the percentage of students that meet or exceed the standard in English Language Arts on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 4% for 7th and 8th grade students in comparison to their data from the previous year.

Proposed ELA Goal: By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in English Language Arts as measured by the iReady assessment will increase by 5% school wide.

- Current percentage – Current 32%

Old Math Goal: By June 2021, the percentage of students that meet or exceed the standard in Math on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 3% for 7th and 8th grade students in comparison to student data from the previous year.

Proposed Math Goal: By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in math as measured by the iReady assessment will increase by 4% school wide.

- Current percentage – Current 25%

Old History Goal: To support progress in History, by June 2021, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

Proposed History Goal: By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in English Language Arts Informational Text Comprehension as measured by the iReady assessment will increase by 5% school wide.

- Current percentage – Current 31%

Old Science Goal: To support growth in Science, by June 2021, the percentage of students that are below standard in the Mathematics Claims (Concepts and Procedures, Problem and Modeling/Data Analysis, and Communicating Reasoning) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

By June 2021, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

Proposed Science Goal: By June 2022, the percentage of students that meet or exceed the grade level standard (Tier 1) in Math Measurement and Data as measured by the iReady assessment will increase by 4% school wide.

- Current percentage – Current 40%

Old EL Goal: By June 2021, percentage of students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year.

By June 2021, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

Proposed New EL Goal (keep the same): By June 2022, percentage of students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data from the previous school year.

By June 2022, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

Old Safe School Goal: By June, 2021, Villegas will have a 2% decrease in the suspension rate for drug and violent offenses as compared to the last school year, by implementing positive incentive programs, Multi-tiered Systems of Supports (MTSS), early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

Proposed New Safe Schools Goal (keep the same): By June, 2022, Villegas will have a .5% decrease in the suspension rate for drug and violent offenses as compared to the last school year, by implementing positive incentive programs, Multi-tiered Systems of Supports (MTSS), early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

Old High School Graduation and College Readiness: By June 2021, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.

- Current percentage:

By June 2021, the average daily attendance will be at or above 97% for the year.

- Current percentage:

Proposed High School Graduation and College Readiness (keep the same): By June 2022, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.

By June 2022, the average daily attendance will be at or above 97% for the year.



Alvord Unified School District
Ysmael Villegas Middle School

English Learners Advisory Committee

MAR 4, 2021

2:30 P.M. Virtual

[MAR. Folder Link](#)

Zoom Link: <https://zoom.us/j/92373404559>



Agenda

I. Introductory Procedures

- Call to Order
- Welcome/Sign-in
- Pledge of Allegiance

II. Action Items

- Approval of Minutes from **02/04/21**
 - English** [Link](#)
 - Spanish** [Link](#)

III. Discussion Items

- Mandatory Topics
 - [District Mandate Link](#). Needs Assessment.
 - [Mental Health Presentation.](#)
 - [Mental Health Presentation in Spanish](#)

IV. Principal Moorhouse/Jennifer Burcham

- Budget [Link](#)
 - Review and Input
- SPSA
 - Review/Input
 - Next year goals?

V. Other Topics:

- DELAC Report
- PTO Report

VI. Adjournment

- Next Meeting: April 8, 2021 Time: 2:30 p.m.

Parliamentary Procedure

People Involved	Statements
Person 1	"I want to make a motion to ____ <i>Approve the Minutes</i> ____" <i>"Quiero hacer una moción para ____ (por ejemplo: aprobar los minutos)"</i>
Person 2	"I second the motion to ____" <i>"Apoyo la moción a ____"</i>
Person 1	"Let's motion to approve ____" <i>"Moción para aprobar es ____"</i>
Person 1	"All those in favor say Ay" PAUSE <i>"Todos los que supportan el mocion dicen Ay" PAUSA</i>
Person 1	"All those opposed say Nay" PAUSE <i>"Todos los que se oponen dicen que NAY" PAUSA</i>
Person 1	"Okay, motion was approved/opposed" <i>"Bien, la moción fue aprobada / rechazada"</i>



Distrito Escolar Unificado Alvord
Escuela Intermedia Ysmael Villegas
Comité Consejero para Aprendices del Idioma Inglés
4 de Febrero de 2021



[Feb. Folder Link](#)

Zoom Link: <https://zoom.us/j/92373404559>

Agenda

- I. Procedimientos de Introducción
 - a. Llamar al Orden
 - b. Bienvenida/Registro de Asistencia
 - c. Saludo a la Bandera
- II. Artículos de Acción
 - a. Aprobación de minutos de 2/4/201.
 - i. **English** [Link](#)
 - ii. **Spanish** [Link](#)
- III. Artículos de Discusión
 - a. Topics Mandatorios
 - i. Evaluación de Necesidades [District Mandate Link](#).
 1. [Mental Health Presentation](#).
 2. [Mental Health Presentation en Espanol](#)
- IV. Principal Moorhouse
 - i. Budget [Link](#)
 1. Revision y aporte
 - ii. SPSA
 1. Revision y Aporte
- V. Other Topics:
 - a. DELAC
- VI. Clausura
 - a. Próxima junta: 1 de April de 2021 Hora: 2:30 p.m. via Zoom

Parliamentary Procedure

People Involved	Statements
Person 1	"I want to make a motion to <u>Approve the Minutes</u> " "Quiero hacer una moción para <u>aprobar los minutos</u> (por ejemplo: aprobar los minutos)
Person 2	"I second the motion to _____ " "Apoyo la moción a _____ "
Person 1	"Lets motion to approve _____ " "Moción para aprobar es _____ "
Person 1	"All those in favor say Ay" PAUSE "Todos los que supportan el mocion dicen Ay" PAUSA
Person 1	"All those opposed say Nay" PAUSE "Todos los que se oponen dicen que NAY" PAUSA
Person 1	"Okay, motion was approved/opposed" "Bien, la moción fue aprobada / rechazada"

Villegas Middle School PTO Executive Board Meeting Minutes

February 17, 2021

The Executive Board of the Villegas Middle School PTO met on February 17, 2021. The meeting was called to order by PTO President Karen Cruz at 3:08 pm via Zoom conference. She led the group in the Pledge of Allegiance. Those in attendance were as follows: Kristen Moorhouse, Imelda Ventura, Paul Herman, Kim Fortune, Liza Gazmen, Zoe Milkie

Excused absences: Pauline Moors and Lauriann Ferguson

Unexcused absence: Tameka Miller and Jamie Walden

Guests: none

The following reports were available but not limited to: Agenda, Minutes, Bylaws, Calendar, and Treasurer's Report. All information was available upon request due to circumstances of a virtual meeting

Minutes Approval – Jamie Walden – not present

No motion was made due to lack of minutes being submitted by Jamie Walden. These will be tabled until the next meeting and voted upon at that time.

Principals Report – Kristen Moorhouse

Mrs. Moorhouse lets the board know that the next meeting she will be discussing with the board about the school plan. Specifically, the SPSA and goal setting. She works on this document with the Villegas School Site Council and normally the SBAC test (state test) is used to determine what those goals should be. Mrs. Moorhouse would like to know from the board if there are any other ideas about assessments that can be used in order to determine goals for the SPSA. The likelihood at this point is using iready. She mentions that grades are not a great determinate or indicator for these goals and are too subjective. These goals need to align with the expenditures from LCFF and LCEL. Because the iready program has math and reading imbedded this helps with the consistent measurement factor. The SPSA obviously has language arts, history, math, and science however, there are no tests that measure all of those markers at this time.

Zoe makes a suggestion about using the test given to students taking math at the beginning, middle and end of the year. Mrs. Moorhouse informs the board that this is called the MDTP test. This is a diagnostic test not a placement test and it is used to tell the readiness and skill mastery for the next class placement. This tests the students on skills and concepts. It is for the prerequisite skill to measure their readiness. This test is given in chunk concepts and tells the school whether or not a student is ready for progression and it is then broken-down item specifically. Not a placement just testing the mastery of skill. This is done through all the Cal state schools. This test is used for where gaps are. There may be a question from second grade. Which could prove to be problematic to goal setting for middle school.

So far Mrs. Moorhouse is still unsure if the SBAC will be given. Multiple logistics are still needed to be sorted through to determine if this is a possibility. State testing is usually held from right now to the end of May.

Mrs. Moorhouse mentions that movie nights were a huge hit and received over 100 people viewing the movies shown. She wants to know if the PTO wanted to do it again with help from either Paul or Mr. Ramirez. If the PTO cannot undertake this Mrs. Moorhouse will make this a Villegas sponsored event. She and Karen will discuss and bring ideas to the next meeting.

She extended her thanks to the board and appreciates what we do for Villegas.

Mrs. Moorhouse informs the board that she has been working on getting another day scheduled for either make up pictures or spring pictures. She is still unsure of those dates at this time but wants to let the board know that if they are asked about picture day that there is one being scheduled. Also, that if parents did order photos online the office has been closed but as soon as it is open, they will be calling families to pick up those ordered photos. There was a link that was sent out by Lifetouch to order photos.

An elementary parent asked Karen about an upcoming orientation or open house type of event from Villegas for incoming 6th graders. Mrs. Moorhouse is working on putting together a video and hopes it will be released the first week in March. This is a general video and will go over what to know about Villegas and what middle school is like. Similar to a self-guided tour. Same opportunities just all virtual. They are waiting on 2 elective presentations before the video can be completed. If not 1st week in March, then the 2nd week

Liza wants to know what the deadline is for yearbook photos. Mrs. Moorhouse says that usually right now until the end of March. Ms. Haring says there are still 8th grade dedications needed. Emails and social media etc. have been send out to let parents know about these deadlines etc.

President's Report – Karen Cruz

- a. No report currently.

Parliamentarian: Pauline Moors absent – Karen Cruz Reporting

- a. Positions open by priority: Auditor (board) Programs (board) Alvord Cares Chairperson, Parliamentarian(board) Box tops chairperson, Vice President (board). 2 parents from Lake Hills took the hospitality and membership chair positions.

Programs- Karen Cruz,

- a. End of year gift: PTO is paying half of the Yard sign total and 8th grade promotion stickers. Karen will be working on that and she hopes for certificates to get free from companies. Like Johns incredible to include in the promotion “gift”. Mrs. Moorhouse thinks it is about 100 dollars for 500 stickers. It was placed with their certificate and given at promotion.

Book Fair – Lauriann Ferguson not present – Karen reports

- a. Still set for March and will be virtual.

Fundraising Report – Kim Fortune

- a. February Epic wings Dine out Tuesday February 23rd from 11:30 -8pm
- b. March Spring Paint night Mach 17th or 18th Virtual paint night at 6:30-9:30pm starts at 7. The board prefers March 17th. This is so that they can dress up in green and paint (\$20 for non-PTO, \$15 for PTO member, & \$60 family 4 Pack TBA)
- c. March 10th Dine Out - Requested Red Robin from 4-8pm TBD.
- d. April 14th Dine Out Requested Lazy Dog 4-8pm TBD.

Financial Report – Liza Gazmen

- a. Treasurer's Report – Liza discusses the treasurers report for the Month of January beginning January 1st-January 31, 2021. She makes a motion to approve the Treasurers report. Seconded by Paul Herman **MC** no oppositions.

Beginning Bank Balance: \$16,776.52

Total Deposits: \$199.17

Total Expenses: \$8.77

Ending Bank Balance: \$16,966.92

Total Outstanding Checks: \$0.00

Reconciled Bank Balance: \$16,966.92

- b. Liza Gazmen made a motion to approve the following checks. Kim Fortune seconds **MC** no oppositions

~ Refund Denise Bonacci for paint night supplies in the amount of 60 dollars.

- c. Liza informs the board that Amazon deposits money to our account on a quarterly basis as long as it is at least 5 dollars.
We have not made and money yet from Amazon.

Adjournment

Next PTO Association Zoom Meeting – Thursday March 25th at 3:30pm
Next PTO Executive Board Zoom Meeting – Wednesday March 10th at 3pm

Adjourned at: 3:38 pm



Alvord Unified School District
Ysmael Villegas Middle School
English Learners Advisory Committee



Dec 3, 2020
2:30 P.M. Virtual
[Dec. Folder Link](#)

Agenda

- I. Introductory Procedures
 - a. Call to Order
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance
 - d. Approval of Minutes?
- II. Nomination Results: [Link](#)
- III. Review ELAC Manual: [Link](#) (Must provide ELAC members with the manual)
- IV. Mandatory Topics (The following must be Agenda items mandated by State regulations. Documentation of these items has to be evident in your Minutes and Agendas.)
 - a-Program Recommendations for the Single School Plan for Student Achievement: [Link](#) (Draft)
 - b-EL Program (District HO pg2): [Link](#)
 - c-Needs Assessment For Dec 17 SSC meeting: [Link](#)
 - d-School Attendance: [Link](#)Eng (1:113-1:27) [Link Span](#) (1:11) (Board Meeting Video Sept 10 -Learning Continuity and Attendance Plan)
- V. Principal Moorhouse
 - a. LCAP: [Link](#) ?
 - b. School Safety Committee
- VI. Other Discussion Information
 - a. ?
- VII. Adjournment
 - a. Next Meeting: Feb 4, 2021 Time: 2:30 p.m.

Commented [1]: Use the ELPAC results for recommendations?

Commented [2]: Look at ELPAC results for recommendations

Commented [3]: Is this appropriate?

Commented [4]: Is this ok to use? Pge 2 only....

Suggested Topics

- ☐ Complaint Procedures
- ☐ Consolidated Application
- ☐ Dashboard (California Accountability System)
- ☐ ELPAC (English Language Proficiency Assessments for California)
- ☐ Legal Responsibilities
- ☐ Overview of Program Options for EL
- ☐ Parent Education Classes
- ☐ LCAP
- ☐ Parent Report on conferences they attended
- ☐ Reclassification Procedures
- ☐ Report Cards
- ☐ Review Identification & Assessment of English Learners
- ☐ School EL Program (as it exists at your site)

□ Vision Statement for EL

Topic: School Site Council

Time: Sep 17, 2020 03:30 AM Pacific Time (US and Canada)

Every month on the Third Thu, 9 occurrence(s)

Sep 17, 2020 03:30 AM

Oct 15, 2020 03:30 AM

Nov 19, 2020 03:30 AM

Dec 17, 2020 03:30 AM

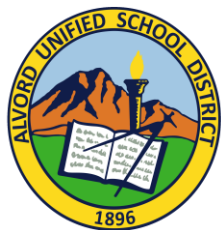
Jan 21, 2021 03:30 AM

Feb 18, 2021 03:30 AM

Mar 18, 2021 03:30 AM

Apr 15, 2021 03:30 AM

May 20, 2021 03:30 AM



Ysmael Villegas Middle School

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School Site Council

Meeting Date: Thursday, May 13, 2021

Meeting Location: Zoom Time: 3:30-4:30

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approval of Minutes of Meeting from 3/25/21
2. Approval of site categorical budgets for 2021-2022
3. Approval of 2021-2022 School Plan for Student Achievement

IV. Discussion/Information

1. Budget Reports
 - a. Budget Review
2. Training Topics:
 - a. Plan Election Cycle for August, 2021
 - b. SSC Committee Evaluation
3. Reports from Parent Committees
 - a. English Learner Advisory Committee (ELAC/DELAC)
 - b. Parent Teacher Organization (PTO)
 - c. Action Team for Partnership (ATP)
 - d. Parent Advisory Committee (PAC)
4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
5. Principal's Report
6. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2021
3. Adjournment: Action Item



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School Site Council

Meeting Date: Thursday, March 25, 2021

Meeting Location: Zoom Time: 3:30-4:30

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

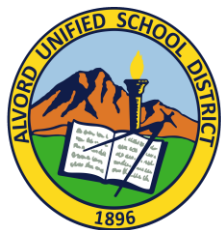
1. Approval of Minutes of Meeting from 1/21/21

IV. Discussion/Information

1. Budget Reports
 - a. Budget Review
2. Training Topics:
 - a. [LCAP Input](#)
 - b. School Plan for Student Achievement (SPSA) Input – Monitor student progress and Implementation of goals/actions
 - c. School Plan for Student Achievement (SPSA) Input – New Goals and Actions
3. Reports from Parent Committees
 - a. English Learner Advisory Committee (ELAC/DELAC)
 - b. Parent Teacher Organization (PTO)
 - c. Action Team for Partnership (ATP)
 - d. Parent Advisory Committee (PAC)
4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
5. Principal's Report
6. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 4/15/21
3. Adjournment: Action Item



Ysmael Villegas Middle School

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Leadership Team Agenda

Monday, March 1, 2021

3:00pm – 4:00pm

Online – Google Meet

Group Norms, Expectations

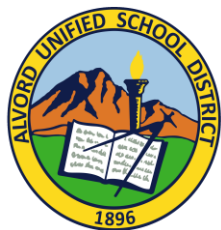
- Stay focused and be present
- Honor time
- Be understanding of other opinions
- Have a growth mindset
- Be respectful of the conversations being had and how we share information

Four Site Goals for the Year

- Building an Instructional Focus on Campus
- Creating a Positive and Supportive Environment for All
- Creating a College Bound Culture
- Fostering a Commitment to Health and Wellness

Agenda

Welcome	Moorhouse
Master Schedule Update	Moorhouse
SPSA Input	Moorhouse
MTSS and Systems	Admin Team
High School/Middle School Articulation	Buck
Pacing Guides, Standards, Planning, and Instruction	Moorhouse
Other	



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School Site Council

Meeting Date: Thursday, May 13, 2021

Meeting Location: Zoom Time: 3:30-4:50

MEETING Minutes

I. Introductory Procedure

1. Call to Order: M. Atallah called the meeting to order at 3:32 pm.
2. Establishment of Quorum:
 - A. Members present for the meeting were K. Moorhouse, D. Buck, K. Lawson, Z. Milkie, T. Cruz, S. Petty, Z. Atallah, M. Atallah, L. Flores, S. Padilla and L. Alvarez.
 - B. One guest was present: J. Burcham.
3. Pledge of Allegiance was led by M. Atallah.
4. Welcome: K. Moorhouse welcomed all council members.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

The floor was opened to audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 3/25/21: The minutes of the meeting held on 3/25/21 were reviewed. A motion to approve the minutes was made with the addition of *M. Atallah called the meeting to order at 3:31 pm under number 1 Introductory Procedure.*
 - 1st: K. Lawson
 - 2nd: L. FloresUnanimously approved.
2. Approval of site categorical budgets for 2021-2022: K. Moorhouse reviewed the budgets for LCFF-LI and LCFF-EL. Z. Milkie asked if there's anything else we can do to get parents involved in ELAC in addition to providing funds for food. K. Moorhouse said that she would take the question back to ELAC and discuss ideas.
 - 1st: D. Buck
 - 2nd: K. LawsonUnanimously approved.
3. Approval of 2021-2022 School Plan for Student Achievement: K. Moorhouse reviewed portions of the SPSA goals that SSC had previously gone over and reviewed. She pointed out stakeholder involvement. K. Moorhouse informed SSC there are many parent/student advisory groups that provide input for the SPSA. K. Moorhouse also reviewed the portion of the SPSA regarding Resource Inequities. She discussed how VMS supplements core curriculum. S. Petty asked if there is data that tracks how many students use library resources. K. Moorhouse advised that VMS utilizes Destiny to track what types of genre students like to read as well as other data.
 - 1st: Z. Milkie
 - 2nd: D. Buck

Unanimously approved.

IV. Discussion/Information

1. Budget Reports
 - a. Budget Review: K. Moorhouse reviewed the budgets for LCFF-LI and LCFF-EL. There has not been any changes since the last budget report.
2. Training Topics:
 - a. Plan Election Cycle for August, 2021: The first SSC meeting for the new school year is officially in September. K. Moorhouse will send an email blast to parents/teachers/students/staff asking if anyone is interested in being on the ballot for SSC for the 2021-2022 school year.
 - b. SSC Committee Evaluation: K. Moorhouse will email the SSC Committee Evaluation to SSC members to complete. She asked all members to complete the evaluation.
3. Reports from Parent Committees
 - a. English Learner Advisory Committee (ELAC/DELAC): ELAC had their final meeting. They talked about the school year. D. Buck spoke about i-Ready and A. Fleeman spoke about ELPAC. S. Padilla informed members that there was a needs assessment completed. Many ELAC members will be going on to the high school, so they are hoping to gain some new members next year.
 - b. Parent Teacher Organization (PTO): Family movie night was a huge success. PTO discussed allocations and plans for next year. Z. Milkie reported that PTO donated \$5,000 to VMS. In addition, PTO helped VMS purchase yard signs for 8th grade students who are promoting as well as a small gift for the 8th grade students.
 - c. Action Team for Partnership (ATP): There was no meeting. K. Moorhouse pointed out that ATP has been involved in helping to get information distributed to parents.
 - d. Parent Advisory Committee (PAC): T. Cruz reported that PAC discussed sports for the middle schools. PAC is hoping to see sports implemented at the middle school level.
4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers): K. Moorhouse reported professional development opportunities for Ellevation Math. This is a math development program consisting of vocabulary and math concepts. Students complete primers, engage in a lesson, and take a quiz. The quiz identifies if it is vocabulary or math concepts that students are struggling to comprehend.
 - b. Parent and Family Involvement Opportunities: Many parent involvement opportunities are available including family night, award ceremonies, and drive through promotion.
 - c. Interventions: K. Moorhouse reported that K. Lawson is the new ELA and Math intervention teacher for the next school year. In addition, a literacy lab will be implemented before school to support student learning.
5. Principal's Report: K. Moorhouse thanked all SSC members for their participation and dedication to the meetings this school year. She stated how thankful she was to the members contributing ideas and sharing their thoughts.
6. Other

V. Adjournment

1. Agenda building for next meeting: The next meeting will focus on training new SSC members, voting on officers, and going over budgets.
2. The next SSC meeting is scheduled for September 2021.
3. Adjournment: Action Item: A motion to adjourn the meeting was made at 4:50 pm
 - 1st: L. Flores
 - 2nd: L. AlvarezUnanimously passed.



Ysmael Villegas Middle School

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School Site Council

Meeting Date: Thursday, January 21, 2021

Meeting Location: Zoom Time: 3:30-4:30

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approval of Minutes of Meeting from 11/19/20
2. Approve Comprehensive School Safety Plan
3. Review and Approve amendment to School Site Council Bylaws to include a policy of nondiscrimination and equity

a. English - Article VIII

Policy of Nondiscrimination and Equity

Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

b. Spanish - Artículo VII

Política de Antidiscriminación y Equidad

El Distrito Escolar Unificado Alvord y este Concilio Escolar, prohíben la discriminación ilícita dirigida a toda persona, incluyendo acoso discriminatorio, intimidación o acoso escolar bullying en base a la raza real o aparente de un estudiante, color, ascendencia, nacionalidad, origen, estatus migratorio, identificación con grupo étnico, etnicidad, edad, religión, estado civil, embarazo, estatus parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otra condición o asociación protegida legalmente con alguna persona o grupo con una o más de estas características reales o aparentes.

4. Review Approve Categorical Expenditures - *List site categorical budgets that apply (LCFF-LI and LCFF-EL)*
 - a. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure to pay extra hours for "other staff member" to serve on School Site Council NTE \$1000 (LCFF-LI)
 - b. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) NTE \$2000 (LCFF-LI)
 - c. Reallocate expenditure from LCFF-LI for Teacher Training/subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, computers, teacher computers, Materials, headsets, cords, laminate, mice, etc.) NTE \$6,200 (LCFF-LI)
 - d. Reallocate expenditure from LCFF-EL for Teacher Training/Subs to an expenditure for Additional Hours for BIA(s) (Extra hours for BIAs in the classroom and virtual support) NTE \$3000 (LCFF-EL)
 - e. Reallocate expenditure from LCFF-EL for Teacher Training/Sub to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$1200 (LCFF-EL)
 - f. Reallocate expenditure from LCFF-EL for ELAC Subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$500 (LCFF-EL)

IV. Discussion/Information

1. Budget Reports
 - a. Budget Review
 - b. Discuss reallocation of LCFF-LI expenditures
 - c. Discuss reallocation of LCFF-EL expenditures
2. Training Topics:
 - a. School Plan for Student Achievement (SPSA) Input – Goals and Actions
 - b. School Plan for Student Achievement (SPSA) Input – Expenditures
3. Reports from Parent Committees
 - a. English Learner Advisory Committee (ELAC/DELAC)
 - b. Parent Teacher Organization (PTO)
 - c. Action Team for Partnership (ATP)
 - d. Parent Advisory Committee (PAC)
4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
5. Principal's Report
6. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 2/17/20

3. Adjournment: Action Item



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Thursday, March 25, 2021

Meeting Location: Zoom Time: 3:30-4:26

MEETING MINUTES

I. Introductory Procedure

1. Call to Order:
2. Establishment of Quorum
 - A. Members present for the meeting were: **K. Moorhouse, D. Buck, E. Flores, L. Alvarez, Z. Atallah, M. Atallah, T. Cruz, Z. Milkie, and K. Lawson.**
 - B. One guest was in attendance: **J. Burcham**
3. Pledge of Allegiance - **Led by M. Atallah**
4. Welcome - **Led by K. Moorhouse**

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

The floor was opened to audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 1/21/21.
 - a. **1st – Buck**
 - b. **2nd – Alvarez**
 - c. **Approved unanimously**

IV. Discussion/Information

1. Budget Reports
 - a. Budget Review – **K. Moorhouse stated that the budget allocations from last meeting have been implemented and we are working on expenditures.**
2. Training Topics:
 - a. **LCAP Input** – **K. Moorhouse** showed the thought exchange and spoke about the importance of LCAP input. **She urged the members to participate in giving input about the LCAP.**
 - b. School Plan for Student Achievement (SPSA) Input – Monitor student progress and Implementation of goals/actions. **K. Moorhouse went over SPSA input from SSC. SSC reviewed and discussed the previous goals.**
 - c. School Plan for Student Achievement (SPSA) Input – New Goals and Actions. **K. Moorhouse went over the new goals. For the new goals, SSC agreed the standardized measure to be used is i-Ready. VMS will use the i-Ready diagnostics as a measure in ELA, history, math, and science as i-Ready is aligned to standards and SBAC. This test is given three times a year, and the SSC feels this is a better and more consistent measure to show student performance and progress. In addition, ELAC recommended keeping the EL goal the same. Under**

the Safe Schools goal, Mr. Cruz recommended putting an asterisk for suspension rates with the caveat that numbers will be off because of virtual/distance learning and students not on campus. K. Moorhouse also suggested an asterisk with the goal for High School Graduation and Attendance goal. In the notes section of SPSA, it will indicate that numbers will be different due to virtual/distance learning.

3. Reports from Parent Committees

- a. English Learner Advisory Committee (ELAC/DELAC). ***K. Moorhouse reported that Mrs. Bettis came to ELAC meeting to talk about social/emotional support available during distance/virtual learning. K. Moorhouse also shared that one of our VMS parents won the district BEST award.***
- b. Parent Teacher Organization (PTO). ***There was a PTO meeting today. PTO is planning something special for 8th grade students. They also hosted a paint night which was a great success.***
- c. Action Team for Partnership (ATP). ***ATP held a gardening night where they gave out gardening kits. ATP partnered with CAL Fresh. They are doing a whole series about farm to table and healthy eating.***
- d. Parent Advisory Committee (PAC). ***Mr. Cruz shared information from PAC. PAC had great discussions about the relevance of the math curriculum, making sure students have the right tools for all students (Chrome books, other technology), focus support for sports and arts. Additionally, resources and support such as social and emotional supports for students. K. Moorhouse pointed out that VMS is known for its visual and performing arts; however, distance learning has made VAPA very difficult.***

4. Program Reports

- a. Professional Development Opportunities (Paraprofessionals, Teachers). ***There's a new professional development program called Alvord Strong that lets staff do PD online. Staff can earn badges as they progress through the various courses offered. Recently, most of the PD has focused on training for returning to campus and the various protocols that are place.***
 - b. Parent and Family Involvement Opportunities. ***K. Moorhouse pointed out that due to COVID-19 restrictions parents/volunteers are not allowed on campus; however, VMS was still able to sponsor a paint night and the gardening night.***
 - c. Interventions: ***VMS is continuing with ongoing interventions. K. Moorhouse has asked for an additional staff person for next year to do interventions and service at-risk students.***
- 5. Principal's Report:** ***K. Moorhouse said that she was happy to have students back on campus and enjoyed visiting all the classes this week.***
- 6. Other:** ***M. Atallah wanted to let everyone know about the Best Buddies Friendship Walk Fundraiser. SSC members can check out the information on www.bestbuddies.org website to support the friendship walk.***

V. Adjournment

1. Agenda building for next meeting: ***The next meeting will be SPSA.***
2. The next SSC meeting is scheduled for 4/15/21.
3. Adjournment: Action Item: ***M. Atallah made a motion to adjourn the SSC meeting at 4:26 pm.***
1st—T. Cruz
2nd—D. Buck
Unanimously approved.



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Thursday, January 21, 2021

Meeting Location: Zoom Time: 3:30-4:35

MEETING Minutes

I. Introductory Procedure

1. Call to Order: M. Atallah called the meeting to order at 3:33 pm.
2. Establishment of Quorum
 - A. Members present for the meeting were K. Moorhouse, D. Buck, L. Flores, S. Padilla, M. Atallah, Z. Atallah, L. Alvarez, Z. Milkie, and K. Lawson.
 - B. Two guests were in attendance: J. Burcham and E. Ramirez.
3. Pledge of Allegiance was led by M. Atallah and K. Moorhouse.
4. Welcome: K. Moorhouse welcomed SSC members and guests to the January virtual meeting.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

The floor was opened to audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 11/19/20. The minutes of the meeting held on 11/19/20 were reviewed. A motion to approve the minutes was made.
 - 1st-K. Lawson
 - 2nd-L. Flores**Unanimously approved.**
2. Approve Comprehensive School Safety Plan. Safety plan was sent to all members 3 days prior to meeting to review. K. Moorhouse reviewed the two main items of concern that were brought up by the advisory committee in the November 2020 meeting, regarding the Pod area windows and an exit gate on the Magnolia Avenue side of the school. A film will be placed on the windows in the Pod areas, and gates will be put on the Magnolia Avenue side of campus.. A question about the gates was asked and answered. There were no other questions.

A motion was made to approve the Comprehensive School Safety Plan.

1st—D. Buck

2nd—L. Alvarez

Unanimously approved.

3. Review and Approve amendment to School Site Council Bylaws to include a policy of nondiscrimination and equity

a. English - Article VIII

Policy of Nondiscrimination and Equity

Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality,

national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

b. Spanish - Artículo VII

Política de Antidiscriminación y Equidad

El Distrito Escolar Unificado Alvord y este Concilio Escolar, prohíben la discriminación ilícita dirigida a toda persona, incluyendo acoso discriminatorio, intimidación o acoso escolar bullying en base a la raza real o aparente de un estudiante, color, ascendencia, nacionalidad, origen, estatus migratorio, identificación con grupo étnico, etnicidad, edad, religión, estado civil, embarazo, estatus parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otra condición o asociación protegida legalmente con alguna persona o grupo con una o más de estas características reales o aparentes.

A motion to approve amendment to SSC Bylaws was made.

1st—Z. Milkie

2nd—K. Lawson

Unanimously approved.

4. Review Approve Categorical Expenditures - List site categorical budgets that apply (LCFF-LI and LCFF-EL)

~~a. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure to pay extra hours for “other staff member” to serve on School Site Council NTE \$1000 (LCFF-LI) – Removed from Agenda by vote~~

~~b. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) NTE \$2000 (LCFF-LI) – Removed from Agenda by Vote~~

c. Reallocate expenditure from LCFF-LI for Teacher Training/subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, computers, teacher computers, Materials, headsets, cords, laminate, mice, etc.) NTE \$6,200 (LCFF-LI)

Motion to approve:

1st—K. Lawson

2nd—L. Alvarez

Unanimously approved.

d. Reallocate expenditure from LCFF-EL for Teacher Training/Subs to an expenditure for Additional Hours for BIA(s) (Extra hours for BIAs in the classroom and virtual support) NTE \$3000 (LCFF-EL)

Motion to approve:

1st—S. Padilla

2nd—Z. Atallah

Unanimously approved.

e. Reallocate expenditure from LCFF-EL for Teacher Training/Sub to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$1200 (LCFF-EL)

Motion to approve:

1st—L. Flores

2nd—K. Lawson

Unanimously approved.

- f. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions)

NTE \$3000 (LCFF-LI)

Motion to approve:

1st—K. Lawson

2nd—D. Buck

Unanimously approved.

- g. Reallocate expenditure from LCFF-EL for ELAC Subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.)

NTE \$500 (LCFF-EL)

Motion to approve:

1st—S. Padilla

2nd—K. Lawson

Unanimously approved.

IV. Discussion/Information

1. Budget Reports

- a. Budget Review was given by K. Moorhouse.
- b. Discuss reallocation of LCFF-LI expenditures
- c. Discuss reallocation of LCFF-EL expenditures

K. Moorhouse encouraged members to go to LCAP meetings for the district and give input regarding expenditures. If members cannot attend in person, there is a thought exchange that members can participate in so their ideas can be heard/seen.

2. Training Topics:

- a. School Plan for Student Achievement (SPSA) Input – Goals and Actions. K. Moorhouse reported that it is difficult to report on goals and actions at this time because we do not have current/relevant data scores. She would like members to consider using i-Ready scores towards the goals and actions for the SPSA. K. Moorhouse also reported that 39% of 8th grade students are currently not eligible for promotion. There are interventions in place to get this number lower. K. Moorhouse reported that our suspension numbers are way down this school year. Although, there have been some challenges with virtual learning, there have also been great gains with learning such as students learning how to use technology, and maneuver the various applications.
- b. School Plan for Student Achievement (SPSA) Input – Expenditures. Z. Milkie suggested looking at implementing a literacy lab. She stated that Hillcrest High School has one that is working well, and that we should consider modeling a similar literacy lab at Villegas. K. Moorhouse will reach out to Mr. Ferguson about the literacy lab and how it works.

3. Reports from Parent Committees

- a. English Learner Advisory Committee (ELAC/DELAC). No ELAC meeting in January.
- b. Parent Teacher Organization (PTO). PTO is doing well with fundraising. The book fair did well although we didn't reach our usual amount, it was still successful.
- c. Action Team for Partnership (ATP) is sharing events and news via emails. ATP is partnering with the counselors to host Coffee with the Counselors. Z. Milkie pointed out

that she is concerned about all the email communications going out to students and parents. There seems to be a lot of communications being sent, and wondered if there is a way to streamline what is sent out via emails. K. Moorhouse will look into this with the administration team.

d. Parent Advisory Committee (PAC) representative was not in attendance today.

4. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers). There is opportunity for staff to have outside professional development for health and wellness. Mrs. Burcham will be giving a PD called Marigold at tomorrow's staff meeting.

b. Parent and Family Involvement Opportunities. K. Moorhouse reported that there are opportunities for parent and family involvement such as coffee with the counselors. In addition, parents can celebrate their students by picking up honor roll certificates next week.

c. Interventions are in place for language arts and math. In addition, math tutoring will begin in February.

5. Principal's Report. K. Moorhouse reported that the administration is looking into the best way to inform students regarding registration for the next school year. Hillcrest High School will be hosting (virtually) a future 9th graders night February 18. K. Moorhouse informed SSC that she is hoping we will be able to come back for promotion. M. Atallah asked if we are not able to come back for promotion, will it be similar to last year's drive through promotion. K. Moorhouse stated that it would be similar if we are not able to be back on campus for promotion.

6. Other

a. Make a motion to remove action item 4a from the agenda because the district will fund this position instead of using site funds. A motion to nullify 4a was made.

1st—K. Lawson

2nd—M. Atallah

Unanimously approved.

b. Make a motion to remove action item 4b from the agenda because it is no longer the valid expenditure amount.

Motions to remove 4b was made.

1st—S. Padilla

2nd—L. Alvarez

Unanimously approved.

c. Make a motion to agree to add an item action.

Motion to agree to add an action item was made.

1st—Z. Milkie

2nd—L. Flores

Unanimously approved.

d. Make a motion to add an action item, labeled 4f to the agenda that reads "Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) "

NTE \$3000 (LCFF-LI)

Motion was made to add an action item.

1st—D. Buck

2nd—S. Padilla

Unanimously approved.

V. Adjournment

1. Agenda building for next meeting—At the next meeting we will discuss budgets and expenditures.

2. The next SSC meeting is scheduled for 2/18/21.
3. Adjournment: Action Item. A motion to adjourn the meeting at 4:35 pm was made.

Motion to adjourn:

1st—K. Lawson

2nd—L. Alvarez

Unanimously approved.



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wells Middle School	33-66977-6031595	May 19, 2021	June 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goal of our school plan is to ensure alignment with our LCAP goals that specifically address and commit to Conditions of Learning, Pupil Outcomes, and Engagement. It will be through this collaboratively written document that we will ensure that the categorical funds our site receives support the LCAP goals which will in improve and increase services for our Low Income and English Learners, and close the achievement gap for our Title-I student population.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, staff, and parents have had the opportunity to provide feedback through the app "Thought Exchange". The School Climate Survey was administered electronically this year because of the school closure and remote learning programs dictated by the COVID-19 pandemic. Student surveys revealed strengths in areas of perceived school safety and student belonging in a supportive environment. Areas of need include involvement of students in class decision making, and increased relevance of class content. Students generally perceive that our campus is safe, although they also expressed a concern about feeling down or unsure how to handle challenging situations. A primary need is in the area of mental health, especially because of student reports that they experience chronic sadness / helplessness. Parents expressed a concern about student safety in terms of Covid concerns, and they are also worried about their students being behind academically, after a year of remote learning. An area of strength was in opportunities for parent involvement. Staff reported that Wells is a safe place for both staff and students, and that Wells has a culture that fosters an appreciation of diversity and respect for each other. Staff noted a challenge in motivating students to learn in distance learning models.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Regular classroom observations are completed by administration. The focus of these classroom observations is to analyze student needs and supports, including the efficacy of Tier I, II, and III interventions. In addition, administration monitors participation in Homework Zone and PRIME Time tutoring in order to ensure alignment with standards-based instruction. Classrooms post "Students are learning _____ so that they can _____. They will know if they have learned it by _____." Classroom observations inform leadership meeting topics, including alignment with our priorities of Relationships, Relevance, and Rigor. Observations and faculty dialogue both revealed a need for intentional time and resources to be invested in alignment of pacing, and the creation of common formative assessments. Consequently, funding has been allocated to achieve these goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant 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)

Student CAASPP, iReady, and ELPAC scores, along with student choice and teacher recommendations, are used to place students in correct sections for the beginning of the year. During the year, student data are analyzed frequently during teacher's bi-weekly collaboration time in order to guide and direct instruction. From there, teachers adjust their instruction to meet the needs of their students. In-the-moment interventions are utilized to address gaps or misconceptions of standards. Starting in the 20-21 school year, teachers utilized iReady diagnostics to gauge student progress in reading and math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

SBAC reports, iReady data, comparison reports from EADMS, and local assessments are analyzed in order to determine student academic growth. Data allow teachers and staff to identify areas of need on specific standards. In turn, this allows teachers to adjust instruction to target those areas of need and students who need extra support. Interventions and support for students include in class interventions, Homework Zone, and schedule changes when placement information has changed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wells Middle School are credentialed in their respective content areas and meet the criteria for Highly Qualified status.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Teachers participate in collaborative release days, department meetings during staff meeting time after school, workshops, and the AVID Summer Institute and other off-campus seminars during the summer and throughout the school year. All professional development in 20-21 was completed remotely due to Covid-19 restrictions. Instructional assistants attend paraprofessional trainings on-site, and other district meetings. Teachers engage in professional growth activities as they discuss instructional strategies during grade level, department, and afterschool staff and staff development meetings. Teachers collaborate with their colleagues during the Friday collaboration days to plan interventions for students who are not passing their classes or are not mastering the content standards based on Data Analysis of Common Formative Assessments and Performance Assessments.

Teachers are refreshed on differentiated instruction for all students during regular staff development meetings and during district-wide staff development workshops. Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed. Staff development priorities are focused on research-based instructional strategies such as cognitively guided instruction, SDAIE, and differentiated instruction. Bilingual assistants attend monthly district in-service days and other conferences.

Professional development will be provided to the entire staff on concepts related to equity, cultural proficiency, student engagement, AVID strategies, technology, data management and interpretation, interventions, and first best instruction.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

All teachers at Wells Middle School are fully credentialed and are teaching in their correct content area. Staff development was provided on cultural proficiency, distance learning instruction and applications, student engagement, content and language objectives, AVID principles, and support from the instructional coach. Staff development will continue to focus on instructional strategies, student engagement, student centered learning, interventions and the lesson study model, and grading for mastery. All teachers will continue to receive assistance from the instructional coach. Teachers will also continue to implement new strategies to increase student thinking capabilities and raise student depth of knowledge.

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

For the upcoming school year, our focus will be on targeted interventions through common pacing and assessment, student engagement, student centered learning, development of depth of knowledge and rigor, first best instruction and interventions. Our ultimate goal has been on student mastery of the new standards through focus on relationships, relevance, and rigor. We will continue to explore Reality Pedagogy and Restorative Practices, and focus on equity in student learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Our Instructional Coach continues to be an integral part of support for teachers. As an MTSS pilot school, we are explicitly defining our tiers of support in academics, attendance, and behavior. Site leaders have been trained in CSI, or Continuous School Improvement. Our Instructional Coach facilitates the implementation of learning with each of these content area supports. For the 21-22 school year, we are excited to utilize our Intervention Teacher, and the shift from OCI to our Wellness Room. This Wellness Room will function to restore student behaviors and relationships to a point where they are ready to learn again, and teach them strategies to regulate their own behaviors.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Teachers meet bi-weekly for collaboration time during time on Fridays to collaborate on lesson plans, lesson delivery, data analysis, intervention, and at risk students. Teachers participate in targeted release days to work on planning with a focus aligning pacing and assessments, success of English Language Learners, and increasing the level of rigor in their classrooms. During the 20-21 school year, most teachers opted to not miss instructional time for the purpose of collaboration.

Teachers use their planning time to work interdependently to plan lessons, align instruction with the pacing guides, and evaluate student learning based on scores from local assessments. Teachers work together during Fridays to analyze student achievement data and establish interventions for students who are not meeting grade-level standards. Through the analysis of student achievement data, teachers identify students who are not mastering the standards and provide interventions.

Teaching and Learning

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

Teachers in the core curriculum utilize the Alvord Unified School District course descriptions, which are aligned with the California Common Core Standards frameworks. Teachers develop short-term and long-term lesson plans using the districts UPO's and pacing guides along with the California Common Core State Standards. Department and team meetings are utilized for grade-level lesson planning and for sharing standards-based instructional strategies.

Students are scheduled with teachers in language arts, history, math, and science. Sixth grade students are enrolled in two core classes, language arts/history (114 minutes) and math/science (114 minutes), along with physical education and an elective class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in language arts or Honors Language Arts at each grade level based on student request. Enrollment in math is based primarily on student request. Wells offers Common Core Math for 6th, 7th and 8th graders, as well as an accelerated math course for advanced students. Students explore ancient history in the sixth grade, the Middle Ages in the seventh grade, and American History from 1776 to 1900 in the eighth grade. Students learn science following the NGSS for 6th, 7th & 8th grade. The following tables illustrate the course sequence in the core curriculum and the exploratory classes for students based on their needs.

Core Classes

6th Grade: Language Arts, Honors Language Arts, ELD, Course 1 Common Core Math, Accelerated Course 1 Common Core Math, 6th Grade Science NGSS, Ancient History, Physical Education

7th Grade: Language Arts, Honors Language Arts, ELD, Course 2 Common Core Math, Accelerated Course 2 Common Core Math, 7th Grade Science NGSS, World History-Middle Ages, Physical Education

8th Grade: Language Arts, Honors Language Arts, ELD, Course 3 Common Core Math, Accelerated Course 3 (IM1) Common Core Math, 8th Grade Science NGSS, American History -1776-1900, Physical Education

Exploratory/Intervention Courses

6th Grade: AVID, ASB, Beginning Band, 21st Century Career Exploration

7th Grade: AVID, ASB, Beginning Band, Intermediate Band, CTE Media Arts, CTE Wood 1, Project Lead the Way Design and Modeling

8th Grade: AVID, ASB, Intermediate Band, CTE Media Arts, CTE Wood 1, CTE Wood 2, Project Lead the Way Design and Modeling

Starting in 21-22, Elective courses will function as students' homeroom, where teachers will support student organization through the use of paper and digital planners, and checking GPAs and missing work.

Courses are specifically designed to meet the targeted needs of students based on their assessment scores and six-week grades, and student interest.

Students with special needs are provided with highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in Language Arts and Math to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. GATE students are enrolled in Honors Language Arts, a math class to fit their needs, and explore subject matter concepts in history and science in greater depth and complexity. EL students who have been in American schools for three or less years are scheduled in English language development and sheltered classes in language arts, math, science, and history. All ELA teachers are trained in ELD standards and the use of StudySync in teaching Integrated ELD.



Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

Students are scheduled in language arts, math, history, and science for 57 minutes each day and utilize the adopted instructional program on a daily basis. Teachers align instruction with the school/district pacing guides and administer Common Formative Assessments and Performance Assessments. Enrollment in language arts and math is based on student and parent requests. The number of intervention classes are as follows:

2020-2021

ELD 1 - 3 students; ELD 2 - 13 students; ELD 3 - 5 students

2019-2020

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD 1 - 23 students, 6th-8th ELD2 - 6 students, 6-8 ELD3 - 4 students), ELD Lab (1 section 23 students)

No Language Arts or Mathematics Intervention offered

2018-2019

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD 1 - 12 students, 6th-8th ELD2 - 10 students, 6-8 ELD3 - 6 students), ELD Lab (1 section 12 students)

No Language Arts or Mathematics Intervention offered

2017-2018

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 17 students, 6th-8th ELD2 - 15 students, 6-8 ELD3 - 0 students), ELD Lab (1 section 20 students)

No Language Arts or Mathematics Intervention offered

2016-2017

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 14 students, 6th-8th ELD2 - 6 students, 6-8 ELD3 - 4 students), ELD Lab (1 section 14 students)

Language Arts Intervention: 6th Grade (1 section ELA Intervention - 24 students, 1 section Sheltered ELA Intervention - 14 students), 7th Grade (1 section- 33 students), 8th Grade (1 section 25 students).

Mathematics: 6th Grade (1 section - 30 students), 7th/8th Grade (1 section - 34)

Total Students - Double Block/Intervention: 6th Grade (44 students), 7th Grade (86 students), 8th Grade (65 students).

2015-2016

Subject

Language Arts/ELD: 6th Grade (2 sections – 48 students), 7th Grade (1 sections – 16 students), 8th Grade (1 section – 24 students)

Mathematics: 6th Grade (1 section - 21 students), 7th Grade (1 section - 12 students), 8th Grade (1 section – 27 students)

Total Students - Double Block/Intervention: 6th Grade (69 students), 7th Grade (28 students), 8th Grade (51 students)

2014-2015

Subject

Language Arts/ELD: 6th Grade (2 sections – 51 students), 7th Grade (1 sections – 26 students), 8th Grade (2 sections – 59 students)

Mathematics: 7th Grade (1 sections - 19 students), 8th Grade (2 sections – 49 students)

Total Students - Double Block/Intervention: 6th Grade (51 students), 7th Grade (45 students), 8th Grade (108 students)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

The Master Schedule is structured to create the most appropriate learning settings for students and their specific needs. Teachers work interdependently in teams. The Master Schedule is developed with priority given to those with special needs. Students are scheduled in courses based on their personal preferences. Lesson pacing is determined by district pacing guides. The pacing guide allows for all essential standards to be addressed prior to the CAASPP testing window. Our site follows a "Student Supports Calendar" to evenly distribute Tier 1 and Tier 2 supports across all subjects.

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

Teachers are equipped with the necessary curriculum, including supplemental materials for their subject adoption. All Wells classrooms meet the necessary requirements of the Williams Act. In addition, supplemental materials are available for teacher use, such as laptops, brainpop, iReady, Pear Deck, Nearpod, math tools for smart boards, math manipulatives, textbook resources located in the library, videos specific to content areas, online learning websites, software programs, etc.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Students use the district adopted textbooks which are aligned to the California standards in language arts, math, history, and science:

Language Arts:

(Grade)- 6/7/8, (Workbook)-StudySync. McDougal Littell, (Supplementary Materials) - Language Network, Bridges to Literature, Literature Connections

History:

6th Grade- (Textbook)- History Alive! The Ancient World. TCI, (Supplemental)- McDougal Littell Historical Readers Workbook for each grade level (6/7/8).

7th Grade- (Textbook)- History Alive! The Medieval World and Beyond. TCI

8th Grade- (Textbook)- History Alive! The United States Through Industrialism. Teachers' Curriculum Institute.

Math:

6th Grade- (Textbook)- 6th Grade Math Course 1. McDougal Littell, (Supplemental)- 6th Grade workbook, Standards practice Workbook/Note Taking Guide

7th Grade- (Textbook)- 7th Grade Math Course 2. McDougal Littell, (Supplemental)- 7th Grade workbook, Standards practice Workbook/Note Taking Guide

8th Grade- (Textbook)- Algebra I. McDougal Littell, (Supplemental)- Algebra I workbook, Standards practice Workbook/Note Taking Guide

8th Grade- (Textbook)- Algebra Readiness. McDougal Littell

Science:

6th Grade- (Textbook)- Earth Science. Holt, (Supplemental)- Workbook, Guided Reader

7th Grade- (Textbook)- Life Science. Holt, (Supplemental)- Workbook, Guided Reader

8th Grade- (Textbook)- Physical Science. Holt, (Supplemental)- Workbook, Guided Reader

ELD:

6/7/8 Grades- (Textbooks) High Point, Basic, A, B, and C. Hampton/Brown, (Supplemental)-Reading materials

6/7/8- AALD (Advanced Academic Language Development)- English 3D- Scholastics

Reading:

6/7/8 Grades- (Textbook)- (Supplemental)- R Book, L Book, Workbooks

Language Arts Intervention:

6/7/8 Grades- (Textbook)- Language of Literature. McDougal Littell, (Supplemental)- Bridges to Literature, Literature Connections, Destinations

Math Intervention

6/7/8 Grades- (Textbook)- Course 1, Course 2, Algebra I. McDougal Littell, Pre-Algebra. Prentice Hall, (Supplemental)- Computer Lab Library & 64, laser printer. destinations.

Teachers in language arts, history, and science use Cornell note-taking, graphic organizers, and the Step Up to Writing format.

Opportunity and Equal Educational Access

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

The school budget, Master Schedule, textbook funds, specially designed programs and courses, and qualified teachers are provided by the regular program to enable under-performing students to meet the standards. The school budget is used judiciously to support the school-wide action plan. School funds are needed to update technology, purchase staff development books, attend staff development conferences and workshops, and acquire instructional equipment and materials for teachers. The school provides each student with a school planner and a student handbook which are utilized by teachers to communicate daily class work and homework assignments to parents.

Teachers utilize research-based strategies, including those with a high effect size (John Hattie's work), such as self-reported grades, classroom discussion, and consistent feedback. In addition, teachers utilize Direct Instruction, CERR writing, and AVID strategies to engage all students in standards-based learning using the adopted textbooks. Students use focused note-taking, non-linguistic representations, and a structured writing format in all of their core content classes.

The Advancement Via Individual Determination (AVID) program includes four classes, with two in 6th grade and one in 7th and 8th grades. In addition to advanced instructional strategies, AVID classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support.

Teachers monitor student learning every week. Teachers keep grades updated on Aeries, and students and parents access this information through the Aeries app. When students experience difficulty, teachers begin the school's intervention response program. First, teachers notify parents by telephone, mail, or through the student planner. Teachers inform parents of missing assignments and observed patterns of behavior. The second phase of the response program involves an individual or team conference with the parent and student. During the conference, the teachers, parent and student develop a plan for improvement which may include differentiated learning activities, individualized instruction, or small group learning with parent support at home. If the two previous steps fail to bring about improvement, teachers identify the students for a conference with all of the students teachers, counselor and administration. If these efforts fail, a referral is made to the Student Study Team (SST).

The Student Study Team (SST) works with students who exhibit academic problems. The SST is made up of a counselor, the school psychologist, and teachers from special education and the core content areas. The team works with referred students and their parents on alternative learning strategies for improvement. The SST monitors student growth and progress and calls regular meetings to get feedback from the parents and students.

The guidance office provides students with academic counseling, short-term crisis intervention counseling, referral services, drug and alcohol awareness education, bullying education, sexual harassment education, and support groups. Counselors meet with students who are failing their classes after each six-week grading period. Counselors discuss study skills with the students and refer students to after Homework Zone or PRIME Time homework help. The guidance office and support personnel also provide program changes based on student needs. Counselors furnish incentives for academic improvement that include assemblies and honor roll awards.

Wells offers PRIME Time to assist students in meeting their academic, social, and emotional needs. PRIME Time tutoring is offered every day after school until 6pm.

Wells has implemented a homework help program in which students can visit the library for a safe space to complete school work, and a faculty member provides support, three times a week.

Evidence-based educational practices to raise student achievement

Wells is utilizing first best instruction through developing lessons to support the Common Core Standards. Professional development has focused on equity, student engagement strategies, first best instruction, and AVID strategies. In addition, our teachers are continuing to work through data analysis and planning meetings every second and fourth Friday.

Teams of teachers have developed Units of Study using the Rigorous Curriculum Design model in each core content area that are being implemented, with adjustments made as necessary based on feedback within claims and targets on SBAC assessments. These teams are also developing common formative assessments. As they have been taught, revisions have been made as well.

Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades, and Wells common assessments. Teachers engage in grade-level department meetings during after school staff meetings. Teachers collaborate with their colleagues during the common planning periods. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target instruction for under performing students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District and site funding is used to provide interventions, after school homework time, professional development trainings, extra materials, technology, hardware and software, conferences, parent institutes, and academic-centered community activities. Wells has implemented a Parent Engagement Leadership initiative (PELI) called Wells Parent University. We provide training for our parents on Joyce Epstein's research, including the Six Keys of Parent Engagement. These workshops help address the needs of our at risk students, providing information and materials necessary to to parents to help their students, including guest speakers. All WPU sessions were held via Zoom in the 20-21 school year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent participation is a high priority at Wells. Parents have opportunities for meaningful dialogue and decision-making in various forums. Parents contribute to the planning, implementation, and evaluation of the SPSA through the School Site Council. Parents have input in school programs through the Wells Parent University (WPU), PTSA and the ELAC. The Wells Parent University provides parent support from and to the school and to support each other further. This Parent University receives trainings on the Six Essential Keys to Parent Involvement as identified by Joyce Epstein, as well as other topics requested by the parents through ATP.

Back-to-School Night in the summer allows parents to receive information about the academic program, the standards taught to their children, and to meet their child's teachers. Parent conferences are held twice each year. Sixth grade orientation is held in the summer for incoming students in conjunction with back-to-school night. The counselors visit the feeder elementary schools in the spring to survey the fifth grade students for placement in math in the sixth grade. An AVID family night is held every year. Parents have opportunities to attend workshops, like the CABE conference and University visits, using general and LCFF funds. Back to school night and parent conferences were cancelled in 20-21 due to Covid-19 closures.

Communication with parents is conducted regularly regarding student progress and school programs and activities. The school provides each student with a school planner and a student handbook, which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, school web page, Instagram, and our Wells message broadcast system. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences. Aeries continues to be the most utilized and consistent form of school-home communication.

Funding

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

The school utilizes funds from the Local Control Funding Formula (LCFF) funds to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under-performing students to meet the standards in language arts, math, science, history, and PE. Teachers access LCFF resources to enhance the instructional program for under-performing students in the following ways: computers and software to individualize learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulatives for math lessons and materials for science experiments, material, equipment, and furniture to supplement the classroom environment and enhance the climate for learning, creative lessons and classroom assessments developed on EADMS, standards-based assessments, professional development, books for classroom libraries and test-preparation materials to improve student test-taking skills.

LCFF-EL funds are utilized to implement the goals of the Wells EL program. The goals of the EL program are to develop student proficiency in English and to enable EL students to achieve academic proficiency in the core curriculum. EL students receive instruction in ELD from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students are moved to mainstream courses after they meet the district criteria. LCFF-EL funds are used to fund one full time bilingual instructional assistant, two part-time bilingual instructional assistants, instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (Wells Parent University and CAFE), computers, audio-visual equipment, instructional materials and supplies to support language acquisition.

LCFF funds are allocated for supplementary personnel to support student achievement. The instructional coach is funded from district LCFF funds. Bilingual instructional assistants are paid for through District Title III funds. LCFF funds are also utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. These funds are accessed by teachers and parents to attend CAFE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department meetings and during after school staff meetings. Staff development priorities are focused on research-based instructional strategies such as first best instruction, Step-up to Writing, SDAIE, and differentiated instruction. Instructional assistants attend the annual district in-service day and other conferences.

The special education program ensures that all students with exceptional needs are appropriately identified, assessed, and provided with designated services to meet their individual needs in the least restrictive environment. A continuum of program options is offered to meet the needs of special education students based on their IEPs. Program options include mainstream classes, direct service classes, indirect service classes, speech and language services, and adaptive physical education. This model is designed to promote optimum participation by all students in school activities. All staff participated in professional development in conjunction with our special education department, ensuring implementation of student accommodations and maintenance of the least restrictive environment for students.

Fiscal support

LCFF funds will be utilized to support interventions within the school. These interventions include development and implementation of tiers of support, review of data and systems to determine efficacy, technology, software, supplies, collaboration days, professional development, conferences, after school tutoring, enrichment activities, and reference materials.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents have had an opportunity to provide school input through the LCAP Thought Exchange, School Site Council, ELAC, PTSA, and our School Climate Survey. Students also had an opportunity to participate in our Thought Exchange and our School Climate Survey. Our School Site Council (SSC) and English Learners Advisory Committee (ELAC) provide regular input through monthly SPSA reviews and needs surveys. Faculty regularly review the SPSA, primarily through their department's goal, and activities instituted to achieve these goals. The school's leadership team serves as an intermediary body, communicating with both faculty and administration after in-depth review of the site's SPSA.

Resource Inequities

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

Upon reviewing our needs assessment, some resource inequities were identified. Our student population is approximately 94% low income, so this population is well served by LCFF-LI resources. Our English Learner population has decreased to approximately 49%, and is still served by LCFF-EL resources. Identified inequities include supports for students who were profoundly impacted by distance learning mandated by school closures resulting from the Covid-19 pandemic. Our initial iReady data indicate a need to address the social emotional and academic impacts of school closures and distance learning. In addition, our gifted students, 5% of our population, are not receiving targeted supports.

While resources are allocated accordingly, Wells students still live immersed in trauma, which negatively impacts learning. Our staff are not trained in teaching students with trauma, and we believe that what appears to be lack of engagement is actually a side effect of the trauma in which our students are immersed. Our school is located in the middle of a neighborhood with high poverty and high gang involvement.

Now that our school is 1:1 with student devices, we are looking to be more systematic in our use of technology to support instruction and interventions in Tiers 1, 2, and 3.

The school closure and subsequent implementation of Distance Learning, spurred by the COVID-19 pandemic, revealed further inequities. For all students working at home, their living situations may not be conducive to learning. We are collecting data around student participation in Distance Learning, and we are hopeful that this data can further inform how we respond to resource inequities. One thing we have learned is that we must increase student digital literacy when students are present in classrooms, thus facilitating learning through digital platforms when away from school.

Parent Involvement continues to be a priority for our site, and we continue to validate our parents for all involvement they do provide.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.31%	0.33%	1.25%	3	3	11
Asian	1.23%	1.45%	1.02%	12	13	9
Filipino	0.62%	0.33%	0.11%	6	3	1
Hispanic/Latino	94.04%	93.88%	93.76%	915	844	827
Pacific Islander	0.31%	0.33%	0.34%	3	3	3
White	3.08%	3.45%	3.17%	30	31	28
Multiple/No Response	%	%	0.34%			0
Total Enrollment				973	899	882

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	312	254	295
Grade 7	328	315	265
Grade 8	333	330	322
Total Enrollment	973	899	882

Conclusions based on this data:

1. School enrollment dipped in 19-20 and 20-21, and is expected to increase in 21-22.
2. African American enrollment has increased slightly.
3. Hispanic / Latino enrollment is consistently the vast majority of the population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	491	427	364	50.5%	47.5%	41.3%
Fluent English Proficient (FEP)	248	244	287	25.5%	27.1%	32.5%
Reclassified Fluent English Proficient (RFEP)	60	42	89	11.9%	8.6%	20.8%

Conclusions based on this data:

1. The number of English Learners (ELs) enrolled at Wells has declined, although the % of ELs who are newcomers has increased
2. A large number of students reclassified in 19-20, due largely in part to our revised district reclassification criteria.
3. The percentage of Fluent English Proficient (FEP) students has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	322	320	251	318	311	245	318	310	244	98.8	97.2	97.6
Grade 7	340	340	319	334	330	310	334	330	308	98.2	97.1	97.2
Grade 8	332	327	335	321	320	325	321	319	325	96.7	97.9	97
All Grades	994	987	905	973	961	880	973	959	877	97.9	97.4	97.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2478.	2472.	2488.	4.40	3.23	8.61	23.90	24.19	27.46	31.76	29.03	26.23	39.94	43.55	37.70
Grade 7	2472.	2481.	2497.	2.69	2.12	5.19	19.76	24.24	27.92	21.86	25.45	24.68	55.69	48.18	42.21
Grade 8	2502.	2501.	2515.	3.74	4.70	4.31	17.45	21.63	30.15	33.02	24.14	25.54	45.79	49.53	40.00
All Grades	N/A	N/A	N/A	3.60	3.34	5.82	20.35	23.36	28.62	28.78	26.17	25.43	47.28	47.13	40.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.86	9.42	10.29	46.23	37.99	46.91	45.91	52.60	42.80
Grade 7	7.49	6.36	9.12	31.14	40.30	39.74	61.38	53.33	51.14
Grade 8	6.85	7.21	11.38	37.38	34.80	43.38	55.76	57.99	45.23
All Grades	7.40	7.63	10.29	38.13	37.72	43.09	54.47	54.65	46.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.92	7.52	11.52	45.60	45.10	46.50	47.48	47.39	41.98
Grade 7	8.38	9.45	9.80	44.31	47.56	53.59	47.31	42.99	36.60
Grade 8	8.72	9.09	11.08	46.11	41.07	51.69	45.17	49.84	37.23
All Grades	8.02	8.71	10.76	45.32	44.60	50.92	46.66	46.69	38.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.35	6.21	9.47	65.41	58.50	63.37	29.25	35.29	27.16
Grade 7	2.99	3.35	5.86	47.60	51.83	61.89	49.40	44.82	32.25
Grade 8	5.30	7.52	6.77	59.81	51.72	63.69	34.89	40.75	29.54
All Grades	4.52	5.67	7.20	57.45	53.93	62.97	38.03	40.40	29.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.52	14.38	21.81	52.52	51.96	48.15	33.96	33.66	30.04
Grade 7	12.28	13.41	12.38	41.92	42.99	48.53	45.81	43.60	39.09
Grade 8	11.84	17.24	15.38	49.84	42.32	48.62	38.32	40.44	36.00
All Grades	12.54	15.01	16.11	48.00	45.65	48.46	39.47	39.35	35.43

Conclusions based on this data:

1. We did not test students in 19-20 or 20-21 as a result of COVID-19 school closures.
2. Based on iReady data, the vast majority of our students are behind grade level in reading.
3. On our final iReady diagnostic, 62% of students are at risk for tier 3, and 19 % are in need of tier 2 interventions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	322	320	251	321	312	249	321	310	249	99.7	97.5	99.2
Grade 7	341	340	317	341	335	313	341	335	310	100	98.5	98.7
Grade 8	332	327	335	330	323	329	330	322	326	99.4	98.8	98.2
All Grades	995	987	903	992	970	891	992	967	885	99.7	98.3	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2440.	2451.	2444.	2.18	1.29	2.81	7.79	10.32	6.43	30.53	34.52	33.33	59.50	53.87	57.43
Grade 7	2454.	2458.	2459.	3.52	1.19	1.29	9.97	13.13	12.26	24.93	28.06	28.39	61.58	57.61	58.06
Grade 8	2463.	2468.	2476.	4.24	1.86	3.07	6.36	10.87	9.51	19.70	22.98	26.99	69.70	64.29	60.43
All Grades	N/A	N/A	N/A	3.33	1.45	2.37	8.06	11.48	9.60	25.00	28.44	29.27	63.61	58.63	58.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.87	3.24	5.24	24.30	28.48	21.77	73.83	68.28	72.98
Grade 7	7.04	5.07	5.19	23.75	28.96	25.65	69.21	65.97	69.16
Grade 8	5.15	3.42	7.08	20.00	28.88	24.00	74.85	67.70	68.92
All Grades	4.74	3.93	5.90	22.68	28.78	23.95	72.58	67.29	70.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.49	3.23	4.02	32.09	40.65	38.96	65.42	56.13	57.03
Grade 7	4.69	3.28	3.23	38.42	41.79	42.58	56.89	54.93	54.19
Grade 8	7.58	6.21	5.21	24.85	42.55	34.36	67.58	51.24	60.43
All Grades	4.94	4.24	4.18	31.85	41.68	38.53	63.21	54.08	57.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.74	3.56	4.44	33.02	38.83	37.90	63.24	57.61	57.66
Grade 7	3.52	5.07	1.62	44.87	51.34	56.96	51.61	43.58	41.42
Grade 8	3.33	2.80	3.69	43.33	44.41	52.92	53.33	52.80	43.38
All Grades	3.53	3.83	3.17	40.52	45.03	50.11	55.95	51.14	46.71

Conclusions based on this data:

1. We did not test students in 19-20 or 20-21 as a result of COVID-19 school closures.
2. Based on iReady data, the vast majority of our students are behind grade level in math.
3. On our final iReady diagnostic, 61% of students are at risk for tier 3, and 28% are in need of tier 2 interventions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1537.6	1525.5	1530.6	1528.6	1544.3	1521.9	154	101
Grade 7	1533.9	1538.4	1525.0	1539.5	1542.3	1536.8	148	137
Grade 8	1559.6	1552.3	1549.7	1548.7	1568.9	1555.6	150	141
All Grades							452	379

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	35.06	14.85	40.91	49.50	14.29	20.79	9.74	14.85	154	101
7	35.14	27.74	33.11	38.69	19.59	20.44	12.16	13.14	148	137
8	60.67	26.95	23.33	35.46	10.00	25.53	*	12.06	150	141
All Grades	43.58	24.01	32.52	40.37	14.60	22.43	9.29	13.19	452	379

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	53.25	50.50	31.17	25.74	9.74	12.87	*	10.89	154	101
7	47.30	45.26	31.08	32.12	14.86	10.22	*	12.41	148	137
8	61.33	41.84	28.00	33.33	8.00	13.48	*	11.35	150	141
All Grades	53.98	45.38	30.09	30.87	10.84	12.14	5.09	11.61	452	379

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	24.68	1.98	29.22	20.79	25.97	50.50	20.13	26.73	154	101
7	27.03	11.68	23.65	30.66	25.68	34.31	23.65	23.36	148	137
8	50.00	17.02	20.67	27.66	18.67	36.88	10.67	18.44	150	141
All Grades	33.85	11.08	24.56	26.91	23.45	39.58	18.14	22.43	452	379

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	35.06	23.76	54.55	59.41	10.39	16.83	154	101
7	33.11	17.52	57.43	65.69	9.46	16.79	148	137
8	48.67	17.02	43.33	65.25	8.00	17.73	150	141
All Grades	38.94	19.00	51.77	63.85	9.29	17.15	452	379

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	74.68	63.37	20.13	28.71	*	7.92	154	101
7	64.86	54.74	27.03	35.04	8.11	10.22	148	137
8	79.33	56.03	16.67	32.62	*	11.35	150	141
All Grades	73.01	57.52	21.24	32.45	5.75	10.03	452	379

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	27.27	1.98	29.87	35.64	42.86	62.38	154	101
7	31.76	15.33	22.97	45.26	45.27	39.42	148	137
8	51.33	22.70	24.00	35.46	24.67	41.84	150	141
All Grades	36.73	14.51	25.66	39.05	37.61	46.44	452	379

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	21.43	30.69	72.08	60.40	*	8.91	154	101
7	18.24	10.95	75.00	76.64	*	12.41	148	137
8	36.67	4.26	62.00	86.52	*	9.22	150	141
All Grades	25.44	13.72	69.69	75.99	4.87	10.29	452	379

Conclusions based on this data:

1. We did not finish testing students in 19-20 as a result of COVID-19 school closures.
2. Our students appear to struggle in vocabulary and comprehension.

3. Our number of English Learners taking the ELPAC decreased by 16%, and perhaps because so many students reclassified, the number of students scoring 4 overall or in any domain decreased significantly

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
899	94.5	47.5	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	427	47.5
Homeless	45	5.0
Socioeconomically Disadvantaged	850	94.5
Students with Disabilities	129	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.3
Asian	13	1.4
Filipino	3	0.3
Hispanic	844	93.9
Two or More Races	2	0.2
Pacific Islander	3	0.3
White	31	3.4





Conclusions based on this data:

1. Nearly 100% of students are socioeconomically disadvantaged (94.5%)
2. Nearly 100% of students are Hispanic (93.9%)
3. Our % of students with disabilities is above the state average, and has increased (14.3%)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Red		

Conclusions based on this data:

1. Despite significant growth in ELA, our Dashboard indicator is still orange (outdated due to school closures)
2. Despite decreases in math, our Dashboard indicator is still orange (outdated due to school closures)
3. Our suspensions increased, moving our dashboard from green to orange (outdated due to school closures)

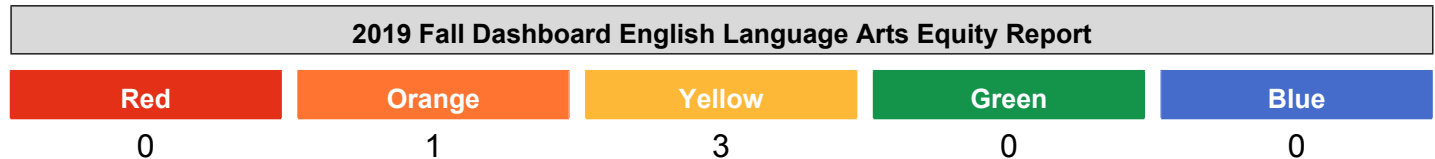
School and Student Performance Data

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 47.9 points below standard Increased Significantly ++16.2 points 845		 Yellow 58.1 points below standard Increased ++12.2 points 584		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 68.2 points below standard Increased Significantly ++40.4 points 44		 Yellow 50.1 points below standard Increased Significantly ++16.3 points 801		 Orange 140.9 points below standard Increased ++7.7 points 124	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 10.8 points below standard Maintained -1.5 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.4 points below standard Increased Significantly ++16.6 points 794	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 61.9 points below standard Increased ++9.5 points 28

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
107.4 points below standard Increased ++5.9 points 346	13.5 points above standard Maintained ++2.7 points 238	43.3 points below standard Increased Significantly ++24.6 points 203

Conclusions based on this data:

1. All student groups increased, and only Students with Disabilities are below yellow, at orange (outdated due to school closures)
2. Reclassified English Learners outperform all student groups, and are the only group above standard (outdated due to school closures)
3. Hispanic students, totaling 794 students, increased significantly, as did socioeconomically disadvantaged students, totaling 801 students (outdated due to school closures)

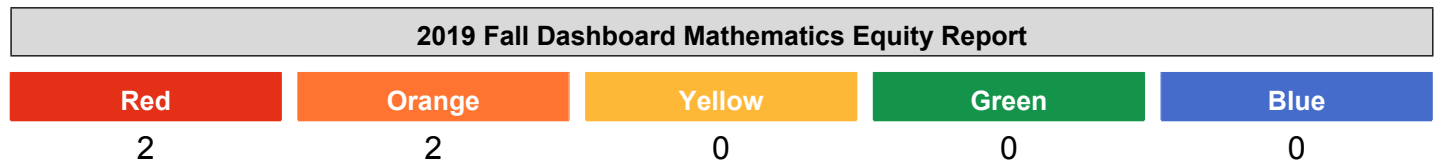
School and Student Performance Data

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 105.9 points below standard Maintained ++2.1 points 843	English Learners  Red 115.7 points below standard Maintained -2 points 581	Foster Youth
Homeless  No Performance Color 129.3 points below standard Increased ++13.5 points 44	Socioeconomically Disadvantaged  Red 107.7 points below standard Maintained ++2 points 799	Students with Disabilities  Orange 197.7 points below standard Increased ++12.4 points 123

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian 	Asian  No Performance Color 77.2 points below standard Declined Significantly -26.3 points 13	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 106.3 points below standard Increased ++3 points 792	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  No Performance Color 120.2 points below standard Declined -4.9 points 30

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 161.3 points below standard Declined -7.5 points 343	Reclassified English Learners 50.1 points below standard Declined -11.7 points 238	English Only 102.4 points below standard Increased ++8.7 points 205
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Conclusions based on this data:

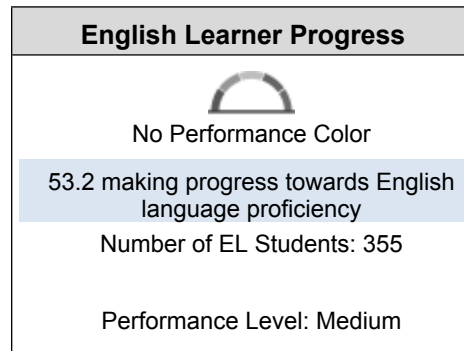
1. Students with disabilities had the greatest gain, +12.4 points (outdated due to school closures)
2. English Learners had the greatest decrease, -7.5 points (outdated due to school closures)
3. All students had a slight increase of +2.1 points, and our dashboard color is still red (outdated due to school closures)

School and Student Performance Data

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
18.8	27.8	11.8	41.4

Conclusions based on this data:

1. Our number of English learners decreased again, from 452 to 380 to 355 (outdated due to school closures)
2. 147 of 355, or 41%, progressed at least one ELPI level (outdated due to school closures)
3. 67 of 355, or 19%, decreased one ELPI level (outdated due to school closures)

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

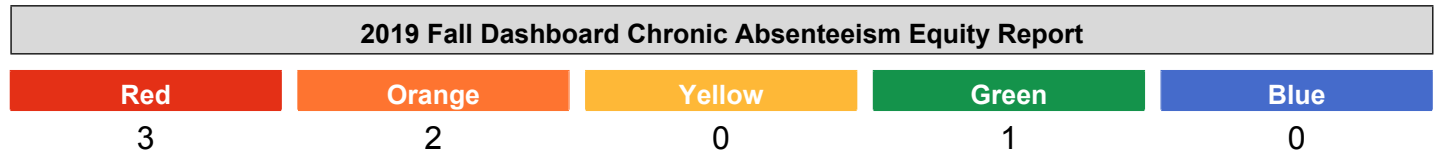
School and Student Performance Data

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  Orange 13.1 Increased +2.1 950	English Learners  Red 11.9 Increased Significantly +3.9 453	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  Red 21.7 Maintained -0.2 60	Socioeconomically Disadvantaged  Orange 13.4 Increased +2.5 901	Students with Disabilities  Red 21.2 Increased +3.1 146

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color 0 Maintained 0 13	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 13 Increased +2.4 886	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Green 9.1 Declined -15.2 33

Conclusions based on this data:

1. We saw an increase in chronic absenteeism in our English Learner, Socioeconomically disadvantaged, and Students with Disabilities populations (outdated due to school closures)
2. Chronic absenteeism did not decrease in any student group (outdated due to school closures)
3. English Learners had the greatest increase in absenteeism, at 3.9% (outdated due to school closures)

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

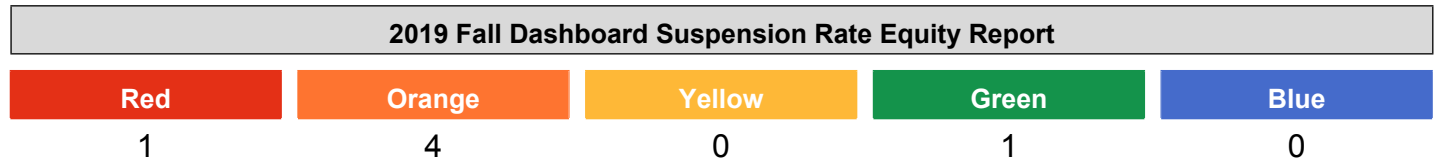
School and Student Performance Data

Conditions & Climate Suspension Rate

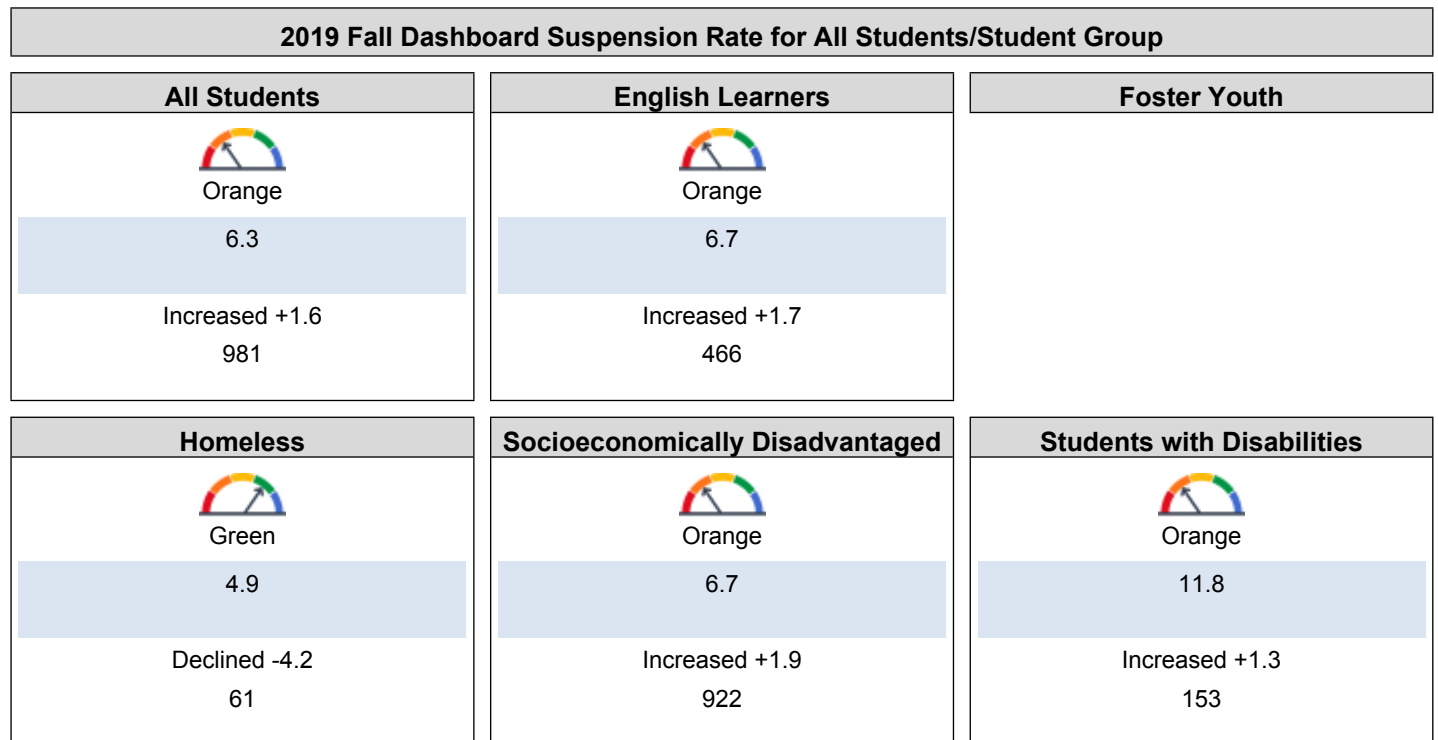
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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 by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 9	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color 7.7 Increased +7.7 13	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Orange 5.7 Increased +1.2 916	Two or More Races  No Performance Color Less than 11 Students - Data 3	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Red 21.2 Increased +9.1 33

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	6.3

Conclusions based on this data:

1. The number of students increased, which we expected because we had a spike in gang activity in our surrounding neighborhood, which spilled on to campus. (outdated due to school closures, although we had no suspensions in 20-21)
2. Most alarming was our White student increase of 9.1%, indicating a need to address racial disproportionality on campus (outdated due to school closures, although we had no suspensions in 20-21)
3. Our Homeless student decrease of 4.2% was reassurance that our focus on building security for this population is effective. (outdated due to school closures, although we had no suspensions in 20-21)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Reading Goal: 52% at risk for Tier 3; 24% Tier 2; 24% Tier 1
Math Goal: 51% at risk for Tier 3; 33% Tier 2; 16% Tier 1
Every English Learner will increase her/his overall ELPAC score by more than 15 points
Wells Core Value - WE LEARN

Identified Need(s)

Current Hybrid iReady Diagnostic in Reading: 62% at risk for Tier 3; 19% Tier 2; 19% Tier 1
Current Hybrid iReady Diagnostic in Math: 61% at risk for Tier 3; 28% Tier 2; 11% Tier 1
In 21-22, 306/813 students are ELs, or 38%.
Of all ELs, approximately 90% are Long Term English Learners (LTELS) or at risk for becoming an LTEL

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC SA test results in ELA	In 2018, the Average Distance from Meeting Standard in ELA was -63 points. In 2019, the Average Distance was -49 points, for a growth of 14 points. No data available for 2020 because of the Covid-19 school closure.	Our goal for 2022 in ELA is an average of -34 points from meeting standard
SBAC SA test results in ELA	In 2018, the % of students scoring Above Standard in Writing was 8.71%, and in 2019 it was 10.07%. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2022 is that 15.07% of students will score above average in Writing.
SBAC SA test results in Math	In 2018, the Average Distance from Meeting Standard in Math was -109 points, In 2019, the Average Distance was -106 points, for a growth of 3 points. No data available for 2020 because of the Covid-19 school closure.	Our goal for 2022 in Math is an average of -91 points from meeting standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC SA test results in Math	In 2018, the % of students scoring Above Standard in Communicating Reasoning was 3.83%, and in 2019 it was 3.17%. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2022 is that 8.17% of students will score above average in Communicating Reasoning.
ELPAC test results	In 2019 the average score on ELPAC was 1540.2. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2021 is an average ELPAC score of 1555.2

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support the academic achievement of students through interventions including Homework Zone, Academic coaching, and SEL supports such as academic enrichment opportunities (clubs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12170	Title I 1000-1999: Certificated Personnel Salaries Additional Hours / Release Time for Staff
675	LCFF-EL 2000-2999: Classified Personnel Salaries BIA Additional Hours for EL Supports
4000	Title I 4000-4999: Books And Supplies Intervention and Enrichment Resources and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide student and teacher access to print resources and appropriate technology to access curriculum, interventions, and enrichment opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF-LI 4000-4999: Books And Supplies Print and technology resources
9509	LCFF-EL 4000-4999: Books And Supplies Print and technology resources
3302	Title I 4000-4999: Books And Supplies Print and technology resources
5824	Title I 5000-5999: Services And Other Operating Expenditures Leases / agreements for print resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Reclassified English Learners

Strategy/Activity

Provide a stipend for a site English Language Facilitator to oversee ELAC, Reclassification, and monitoring of RFEPs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5464	LCFF-EL 1000-1999: Certificated Personnel Salaries ELF Stipend

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide training / release time / additional hours to certificated and classified support staff on topics to increase student access and success, including common pacing, common assessments, Tier I-III supports for students, academic language development, and cultural proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

19905

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries
Release time / additional hours

6572

LCFF-EL
1000-1999: Certificated Personnel Salaries
Release time / additional hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental science, math, and history materials to support writing, communicating reasoning, and acquisition of content standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
(In district LCAP)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure a fully operational library to support textbook and book distribution to all students in all core areas and access to books reflective of diverse cultures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2100	LCFF-LI 4000-4999: Books And Supplies Lembke Library materials

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies listed for the 20-21 school year were designed to result in academic achievement in ELA, Math, and language acquisition/mastery. With the Covid-19 school closure after March 13, 2020, ELPAC testing was not finished, and SBAC exams were not administered, making summative data analysis not possible. Our expenditures focused on increasing the capacity of teachers and on student supports. Teacher capacity was built through the acquisition of more technology, and in the use of digital applications to increase engagement and efficacy through digital platforms. Student supports were built through academic supports in Homework Zone, and social supports through after school enrichment and mentoring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had no major differences, with the exception of technology prices increasing as a result of Covid and other domestic and international events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 21-22, the purchase of student devices and teacher applications is being centralized, and purchased using district LCAP funds. Metrics in 21-22 will be centered around iReady scores, which were used as our diagnostics in reading and math.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By the end of 8th grade, students will leave Wells prepared for high school and, college, and careers, and able to articulate future aspirations, as evidenced by a 95% promotion rate

Wells Core Value - WE ASPIRE

Identified Need(s)

At M5, Hybrid non-promotion (NP) rate was 30%, and VA NP rate was 69%. Overall Wells NP rate was 43%.

School Climate surveys were completed in Spring 2021, and students reported a disconnect between what they were learning and how it related to their present and future life

In a Wells student survey in January 2021, 61% of students reported trying their best in school, and 5% reported they did not.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Promotion rate	In 2019, Wells 8th graders had a promotion rate of 90.5 %. In 2020, Wells 8th graders had a promotion rate of 94.7%	95% of 8th graders will promote in 2021
CTE participation rate	In 20-21, Wells maintained our CTE offerings, although they decreased because of over 250 of our students being enrolled in Virtual Academy	In 21-22, Wells will offer 4 sections of the CTE exploratory elective and 10 sections of CTE courses
Chromebook maintenance	In 20-21, Alvord Unified went to 1:1 with devices	In 21-22, we anticipate remaining 1:1
PLTW participation rate	In 20-21, Wells has 3 sections of PLTW elective in the Hybrid program	In 21-22, Wells will have 4 sections of our PLTW elective
AVID participation rate	In 20-21, Wells offered 2 sections of AVID elective in the Hybrid program	In 21-22, Wells will offer 4 sections of AVID elective

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Planners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

LCFF-LI

5000-5999: Services And Other Operating Expenditures

Purchase school planners for students to use

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Connect students and train staff in relevant, rigorous elective offerings, including STEM/PLTW, CTE, AVID, Band, Leadership, and Interventions, including expansion of exposure to college and careers information

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

950

Source(s)

LCFF-LI

5000-5999: Services And Other Operating Expenditures

Project Lead the Way Participation Fee

2175

LCFF-EL

5000-5999: Services And Other Operating Expenditures

Exposure to College and Career opportunities

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While strategies were implemented as designed, the impact of the actions is difficult to determine with the implementation of distance learning throughout most of 20-21.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our CTE electives were only available to our Hybrid students, and not our Virtual Academy students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon receiving results that students do not always see relevance in what they are learning, this will be a focus of our core value WE ASPIRE.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Wells will promote an environment of belonging, learning, and aspirations that honors student diversity, supports mental and physical health, and fosters engagement in school activities and events, including interventions, clubs, sports, and parent engagement.

Wells Core Value - WE BELONG

Identified Need(s)

In the January 2021 student survey, 40% of students had positive experiences with virtual club meetings, and 28% had positive experiences with virtual Homework Zone. When students were surveyed, 80% reported that the adults at Wells care about them and believe in them, and 84% reported that the adults in their life, not at Wells, care about them and believe in them. Parents reported feeling welcome and having opportunities to participate in our School Climate Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	In 18-19, approximately 12.9% of students were chronically absent, while in 17-18, only 11% were chronically absent. Student attendance data are not available for 19-20 because of school closures, although we were trending in a positive direction.	In 20-21, less than 10% of students will be chronically absent
Suspension rates	From 17-18 to 18-19, there was a 1.6% increase in suspensions. In 19-20, suspensions were down from the previous year at the same time period, although the school closure affected our final data.	In 20-21, suspension rates will decrease by 3%, with less than 3.5% of students being suspended
Parent involvement	In 18-19, less than 10% of parents attended PIQE or Wells Parent . In 19-20,	In 20-21, over 10% (at least 80parents) will attend PIQE or Wells Parent University

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	approximately 65 parents attended PIQE or Parent University.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use technology and software to increase student safety and engagement and to track student participation in intervention and enrichment activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000-4999: Books And Supplies
All apps and programs included in district LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on student belonging through exploration of options for common SEL lessons / PD / student and staff supports, including but not limited to restorative practices and trauma-informed practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3954

Title I
5000-5999: Services And Other Operating Expenditures

SEL Training, such as restorative practices and trauma-informed practices; Enrichment provided through extra-curricular activities and athletics; family engagement support through WPU, Cultural Proficiency training, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize extra-curricular enrichment activities to support student engagement and connectedness to school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2025

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Support staff for extra-curricular enrichment activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support family engagement through activities such as Wells Parent University, family engagement opportunities, and Cultural Proficiency training for staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries
Interpreters and support staff

600

LCFF-EL
5000-5999: Services And Other Operating Expenditures
Family professional development such as CABE

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Wells Middle School effectively adapted to the new learning landscape of distance learning, and continued to offer Homework Zone and Virtual Clubs through 20-21. Students reported feeling connected to school, even though they were learning from home for most of the year. Our parent outreach was also successful in the distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will invest more resources into a common training and language for student supports, including exploring SEL resources, restorative practices training, and trauma-informed practices training.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,225.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$31,275.00

Subtotal of additional federal funds included for this school: \$31,275.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF-EL	\$25,495.00
LCFF-LI	\$31,455.00

Subtotal of state or local funds included for this school: \$56,950.00

Total of federal, state, and/or local funds for this school: \$88,225.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	26654	1,159.00
LCFF-LI	65487	34,032.00
Title I	38348	7,073.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-EL	25,495.00
LCFF-LI	31,455.00
Title I	31,275.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,111.00
2000-2999: Classified Personnel Salaries	3,200.00
4000-4999: Books And Supplies	23,911.00
5000-5999: Services And Other Operating Expenditures	17,003.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	12,036.00

2000-2999: Classified Personnel Salaries	LCFF-EL	1,175.00
4000-4999: Books And Supplies	LCFF-EL	9,509.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,775.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	19,905.00
4000-4999: Books And Supplies	LCFF-LI	7,100.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,450.00
1000-1999: Certificated Personnel Salaries	Title I	12,170.00
2000-2999: Classified Personnel Salaries	Title I	2,025.00
4000-4999: Books And Supplies	Title I	7,302.00
5000-5999: Services And Other Operating Expenditures	Title I	9,778.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,521.00
Goal 2	6,625.00
Goal 3	7,079.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Karin Ribaudo	Principal
Jackie Riedell	Classroom Teacher
Juan Casas	Classroom Teacher
Marissa Vasquez	Classroom Teacher
Lydia Song	Classroom Teacher
Kelly Cochrun	Other School Staff
Rosa Barraza	Parent or Community Member
Esmeralda Castillo	Parent or Community Member
Magdalena Hernandez	Parent or Community Member
Jesus Escobedo Flores	Secondary Student
Mia Pena Ramirez	Secondary Student
Perla Rodriguez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Leadership

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 05/19/21.

Attested:



Principal, Karin Ribaudo on 05/19/21

SSC Chairperson, Jesus Escobedo Flores on 05/19/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

	"Todos los que supportan el mocion dicen Ay" PAUSA
Person 1	"All those opposed say Nay" PAUSE "Todos los que se oponen dicen que NAY" PAUSA
Person 1	"Okay, motion was approved/opposed" "Bien, la moción fue aprobada / rechazada"



Distrito Escolar Unificado Alvord
Escuela Intermedia Wells
 Comité Consejero para Aprendices del Idioma Inglés
 24 de Febrero de 2021
 8:45 A.M. Virtual
[Enlace Zoom](#)

Agenda

- I. Procedimientos de Introducción
 - i. Llamar al Orden
 - ii. Bienvenida/Registro de Asistencia [Sign-In Link](#)/Enlace
 - iii. Saludo a la Bandera
- II. Resultados de la nominación de miembros: [Link](#)/Enlace
- III. Voto oficial: Todos los miembro
 - i. Presidente
 - ii. Secretaria
 - iii. DELAC Rep
- IV. Revisar el manual de ELAC: [Link](#) /Enlace (debe proporcionar el manual a los miembros de ELAC)
- V. Temas obligatorios (Los siguientes deben ser elementos de la agenda obligatorios por las regulaciones estatales. La documentación de estos elementos debe ser evidente en sus actas y agendas).
 - i. Evaluación de necesidades para la reunión del SSC del 24 de Febrero:
[Link/Enlace](#)
 - ii. Asistencia
 - iii. Presupuesto EL
- VI. SPSA
- VII. Reporte de la Directora
- VIII. Other Topics
- IX. Clausura

a. Próxima junta: Marzo 2021 TBA Hora: 8:45 a.m. via Zoom

Parliamentary Procedure

People Involved	Statements
Person 1	"I want to make a motion to <u>Approve the Minutes</u> " "Quiero hacer una moción para <u>aprobar los minutos</u> (por ejemplo: aprobar los minutos)"
Person 2	"I second the motion to _____"

	"Apoyo la moción a _____"
Person 1	"Lets motion to approve _____" "Moción para aprobar es _____"
Person 1	"All those in favor say Ay" PAUSE "Todos los que supportan el mocion dicen Ay" PAUSA
Person 1	"All those opposed say Nay" PAUSE "Todos los que se oponen dicen que NAY" PAUSA
Person 1	"Okay, motion was approved/opposed" "Bien, la moción fue aprobada / rechazada"

Needs Assessment- English Learner Advisory Committee

Name of School: Wells Middle School

Date: February 24, 2021

SSC Meeting Date to present results of ELAC Needs Assessment February 24, 2021

Names of ELAC Members Present					
Denia Flores, Arturo Mariche, Vanessa Olvera, and Cirila Palacios					
Current EL Programs					
Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program.					
Bilingual Instructional Assistants, Designated English Language Development instruction (ELD) in ELD classes, Integrated ELD Standards for all students in our ELA classes, StudySync-ELs, Intervention Counselor for our EL students, Daily online academic support outside of regular class time “Nuestra Clase”, iPads provided for our “new-to-English” EL students and BIAs (primarily for translation purposes), use of iReady diagnostic program and lessons to provide targeted interventions to our English learners, and academic coaches for our “new-to-English” students. Our academic coaches are certificated staff members who were also English Learners during their school careers.					
Current Data for English Learners					
Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners					
Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total
06	64	2	136	93	295
07	73	1	102	89	265
08	94	3	126	99	322

Language Code	Language Name	Grade 6	Grade 7	Grade 8	Total	Percent of Total
01	Spanish	133	96	125	354	97.25%
28	Punjabi	1	3	1	5	1.37%
11	Arabic	0	2	0	2	0.55%
99	Other non-English languages	0	1	0	1	0.27%
02	Vietnamese	1	0	0	1	0.27%
03	Cantonese	1	0	0	1	0.27%

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Wells Middle	882	364 (41.3 %)	287 (32.5 %)	89 (20.8 %)
<u>District Total:</u>	18,170	5,180 (28.5 %)	4,058 (22.3 %)	1,352 (21.0 %)
<u>County Total:</u>	431,521	73,574 (17.0 %)	84,017 (19.5 %)	11,815 (15.0 %)
<u>State Total:</u>	6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Semester Grades of EL Students: A = 28.3%, B = 21.8%, C = 24.2%, D = 17.9%, F = 7.7%. Overall, our EL students have slightly lower grades when compared to all students.

iReady Diagnostic: ELA 91% Tier 3, 6% Tier 2, 3% Tier 1. Math 90% Tier 3, 8% Tier 2, 1% Tier 1. Overall, our EL students have lower iReady scores when compared to all of our Wells students.

All data obtained from the California Department of Education website and represents statistics for the 2019-2020 school year at Wells Middle School.

Recommendations

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated.

- Recommend maintaining the additional support provided by the BIAs.
- Recommend maintaining academic coaches and counselors
- Recommend the use of StudySync to differentiate instruction for EL students. Supporting teachers to more effectively utilize StudySync to benefit our EL students.



Wells Middle School

We Belong • We Learn • We Aspire

Wells Community Compact 2021-2023

This compact is an agreement between three parties: the caregiver, the student, and the school / teacher. It lists what each party can contribute to achieving the five pillars of Wellness at Wells Middle School: Physical, Emotional, Intellectual, Social, and Environmental.

Wells Middle School is committed to provide an environment where inclusion, equity, and social justice are fostered and foundational in everything we do. In an effort to provide the highest quality instructional program to the students, and to show how the school and families work together to educate the students at Wells, the staff, caregivers, and students agree to implement this contract.

Caregivers Responsibilities:

- Remain an active participant in your student's education
- Continue to inspire, motivate, and serve as a role model for your student
- Advocate for your student's rights
- Presume positive intentions
- Honor your family's culture and ensure Wells is honoring your culture in all school activities
- Support your student's success in school, for example, access Aeries regularly
- Maintain open communication with your student and the school regarding student progress

Student Responsibilities:

- Remain an active participant in your education, including monitoring your grades in Aeries
- Give your personal best in all you do
- Make decisions that will help you achieve your aspirations
- Advocate for your rights
- Represent your culture with dignity
- Honor the cultures of others
- Presume positive intentions
- Maintain open communication with your caregivers and your teachers

School/Teacher Responsibilities:

- Honor your students' cultures and the cultures of their caregivers
- Nurture student belonging, learning, and aspirations
- Support the active participation of students and caregivers in learning
- Empower student voice in their learning and their self-advocacy
- Meet students where they are and elevate each student
- Presume positive intentions
- Advocate for the success of each student
- Leverage Relationships and Relevance to help students access Rigorous content.



Wells Leadership Meeting Agenda

Date: 05.17.21

Time: 2:30-4:00

Location: Google Meet

<https://meet.google.com/lookup/amcdqduqvz>

Attendees: Amanda Johnson, Peter Manley, Lydia Song, Jackie Riedell, Alanna Kolonics, Arturo Ramirez, Virginia Sapien, Ofelia Cervera, Rosa Velardez, Karin Ribaudo

	Items	
Excellence in Action	-Other	All
Norms of Collaboration Review	<ul style="list-style-type: none"> Pausing Paraphrasing Posing Questions Putting Ideas on the Table 	<ul style="list-style-type: none"> Providing Data Paying Attention to Self and Others Presuming Positive Intentions
20-21 Working Agreements	Talk Straight Get Better Demonstrate Respect Keep Commitments	
Discussion	<p><i>We are learning...</i></p> <ol style="list-style-type: none"> iReady Reflections SPSA Goals / Actions intervention focus for next year expectations for common pacing / assessments in 20-21 summer additional hours 	<p><i>So that we can...</i></p> <ol style="list-style-type: none"> learn from our work align our work for 21-22 understand additional "why" behind our work begin to plan for meeting deadlines allow time for accomplishing common pacing / assessment expectation
Parking Lot	<p>By next Leadership Meeting (3/15) - Each team complete:</p> <p>*S2 Block Planner</p> <p>*M5 Block Planner</p> <p>*M5 Marking Period Planner</p> <p>(To be continued for next year...)</p>	
Commitment Clarification	<p>What: _____ Who: _____ By when: _____</p>	



Wells Leadership Meeting Agenda

Date: 04.19.21

Time: 2:30-4:00

Location: Google Meet

<https://meet.google.com/lookup/amcdqduqvz>

Attendees: Amanda Johnson, Barbara Koch, Peter Manley, Lydia Song, Jackie Riedell, Alanna Kolonics, Arturo Ramirez, Virginia Sapien, Ofelia Cervera, Rosa Velardez, Karin Ribaudo

	Items	
Excellence in Action	-Other	All
Norms of Collaboration Review	<ul style="list-style-type: none"> · Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table 	<ul style="list-style-type: none"> · Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions
20-21 Working Agreements	Talk Straight Get Better Demonstrate Respect Keep Commitments	
Discussion	<p><i>We are learning...</i></p> <ol style="list-style-type: none"> 1. M5 grade update 2. SPSA Goals / Actions 3. intervention focus for next year 4. expectations for common pacing / assessments in 20-21 5. summer additional hours 	<p><i>So that we can...</i></p> <ol style="list-style-type: none"> 1. learn current NP% 2. align our work for 21-22 3. understand additional "why" behind our work 4. begin to plan for meeting deadlines 5. allow time for accomplishing common pacing / assessment expectation
Parking Lot	<p>Next Meetings - 05.17.21</p> <p>Next staff meeting - Complete Strategies and Assessments Inventories</p> <p>By next Leadership Meeting (3/15) - Each team complete:</p> <p>*S2 Block Planner</p> <p>*M5 Block Planner</p> <p>*M5 Marking Period Planner</p> <p>(To be continued for next year...)</p>	

Commitment Clarification	<u>What:</u> _____ <u>Who:</u> _____ <u>By when:</u> _____



Wells Middle School
School Site Council Minutes
May 19, 2021

Meeting Location - Zoom Meeting

<https://zoom.us/j/95438136989> Meeting ID: 954 3813 6989 Time 3:00-4:00 p.m.

I. Introductory Procedure

1. Call to Order - Meeting was called to order by Jesus Flores at 3:04.
2. Establishment of Quorum - Quorum achieved. (Teacher) Ms. Cochrun, (Principal) Mrs. Ribaudó, (Teacher) Ms. Vasquez, (Teacher) Mrs. Song, (Teacher) Mrs. Riedell, (Student) Jesus Escobedo Flores, (Student) Perla Rodriguez Miranda, and (Teacher) Mr. Casas. Non-voting members in attendance: Ivonne Orozco Rangel (Interpreter) Excused at 3:15 as Spanish speaking parent did not attend.
3. Pledge of Allegiance - Conducted by Mrs. Ribaudó.
4. Welcome and Introductions

II. Action Items

1. Approve minutes from April 28, 2021
 - a. It was motioned/seconded/carried to approve the minutes. (Riedell/Vasquez) (8-0-0)
2. Approve Categorical Expenditures
 - a. We do not have any categorical expenditures at this time.
3. Approve participation in a Title I School Wide Program
 - a. It was motioned/seconded/carried to approve participation in the Title I School Wide Program. (Cochrun/Song) (8-0-0)
4. Approve site categorical budgets for 2021-2022
 - a. The allocation for Title I is \$31,275 and the details are reflected in the school plan. The allocation for EL is \$25,495 and the details are reflected in the school plan. The allocation for LI is \$31,455 and the details are reflected in the School Plan.
 - b. It was motioned/seconded/carried to approve the categorical budgets. (Cochrun/Riedell) (8-0-0)
5. Approve the 2021-2022 School Plan for Student Achievement
 - a. Mrs. Ribaudó discussed the School Plan. We are in schoolwide program for Title I. She discussed a needs assessment that was completed. The entire plan will be available for the public to read and for our staff to read. She discussed stakeholder involvement. Mrs. Ribaudó discussed resource inequities that are present in our school and community. Mrs. Ribaudó discussed our school and student performance data. Mrs. Ribaudó discussed our goals, strategies, and proposed expenditures. We have revised goals as a result of student growth. Mrs. Ribaudó discussed our budget and expenditures by source.
 - b. It was motioned/seconded/carried to approve the 2021-2022 School Plan for Student Achievement. (Cochrun/Casas) (8-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source
 - a. Mrs. Ribaudó discussed our budget during the action items.
2. Training Topics
 - A. Planning Election Cycle for August 2021 - Mrs. Ribaudó would like to wait for the next school year to have a better feel for the school climate.
 - B. School Site Council Committee Evaluation - The SSC carried out a self-evaluation.
3. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - o Mr. Casas shared information regarding our parent/classified ELAC members attending the CAFE conference. Mr. Casas also explained that ELAC had a training on Social Emotional strategies for English Learners.
 - Action Team for Partnership (ATP)
 - o Mrs. Ribaudó shared that we did not have any recent ATP meetings.
 - District Parent Advisory Committee (PAC)
 - o Mrs. Ribaudó did not have PAC information available at this time.
5. Principal's Report
 - o Mrs. Ribaudó discussed our non-promotion numbers. We have 26 students in our Hybrid program and 45 students in our Virtual Academy program. All other middle schools have higher numbers of students not promoting. We are starting the 2021-2022 school year next year with common pacing and common assessments.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

- a. Jesus Flores expressed his gratitude and appreciation for being a part of School Site Council.

V. Adjournment

1. Agenda building for next meeting. We will discuss dollar amounts for our school plan.
2. The next SSC meeting is scheduled for August 25, 2021 at 3:30 pm.
3. Adjournment: Action Item: It was motioned/seconded/carried to adjourn the meeting at 3:59 pm. (Flores/Vasquez) (8-0-0)

**Wells Middle School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2021-2023**

Wells Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Means of gathering input included reviewing and discussing the policy during the annual Title I, ELAC and SSC meetings. The policy is updated with input from parents every two years.

The policy is distributed to parents and family members of all students at the beginning of the school year in the registration packets and to new enrollees and returning students as part of their new student enrollment packet. During the first year of implementation (2021-2022), the policy was distributed to parents and family members via their student.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program

To involve parents and family members in the Title I program at Wells Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.

The Title I annual meeting is held each fall. Parents are notified by the Blackboard messaging system, postings on the school website and flyers distributed via email using the Peachjar system.
- The school offers a flexible number of meetings for parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.

Parent groups decided to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.
- The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title I programs and the Title I parental involvement policy.

Parents have the opportunity to be involved in the Title program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and parent/family engagement programs during their meetings.
- The school provides parents and family members with timely information about Title I programs through the distribution of the parent and family engagement policy, parent-teacher-student compact, and annual meeting.

- The school provides parents and family members with an explanation of the curriculum to be used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.
- If requested by parents and family members, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.
Parents are continually encouraged by all staff members to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information. Parents are invited to attend SST meetings, IEP meetings, and SART meetings to discuss their child's educational program.

Student-Parent-Teacher Compact

Wells Middle School distributes to parents and family members a student-parent-teacher compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members:

- ✓ The school's responsibility to provide high-quality curriculum and instruction
- ✓ The ways parents will be responsible for supporting their children's learning
- ✓ The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

The student-parent-teacher compact was written with input from staff and site parent groups. The student-parent-teacher compact is reviewed bi-annually in the spring during a parent meeting. Parents are provided the opportunity to make suggestions to the compact.

Building Capacity for Engagement and Involvement

Wells Middle School engages parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve achievement of their children.
All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.

- The school provides parents with materials and training to help them work with their children to improve their children's achievement.
 Parents are provided with information about how to access the Aeries Parent Portal where they can see their children's grades and attendance minute by minute. Many family nights are provided for parents that train parents with how to work with their children at home. Most topics of Wells Parent University classes focus on how to help students succeed.

- With the assistance of parents, the school educates the staff members about the value of parent contributions, and in how to work with parents as equal partners.
 Parent Conferences are held twice a year, and in addition an incoming 6th grade Parent Night and a Back to School Night are held each fall. These venues are our opportunity to stress the importance of working in partnership to support each student. In addition, our Action Team Partnership consists of parents from all stakeholder groups, and this group plans events for parent participation throughout the year.

- The school coordinates and integrates the parent and family engagement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 Parent involvement is encouraged in campus activities that include but are not limited to Back-to-School Night, School Site Council participation, English Learner Advisory Committee participation, PTSA participation, Lunches on the Lawn, Wells Parent University classes and family nights.

- The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
 Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Accessibility

Wells Middle School provides opportunities for the participation of all parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand. Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicate to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Adoption

This policy was adopted by Wells Middle School Site Council on 3/24/21 and will be in effect for the period 2021-2023.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

All meetings held
virtually due to school
closure/distance learning
JSE

Other: Leadership

Other: ELAC

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 05/19/21.

Attested:

Not able to sign-
student enrolled in Virtual
Academy JSE

Principal, Karin Ribaud on 05/19/21

SSC Chairperson, Jesus Escobedo Flores on 05/19/21



Wells Staff Meeting Agenda

Date: 04.16.21

Time: 8:00-8:50

Location: Zoom <https://zoom.us/j/91570064008>

	Items		
Excellence in Action	-Woodshop, 8th ELA Classes, Garden -Lunch in the Amphitheater -WPU, Coffee with the Counselors -ELPAC Testing -New Hires -Other		All
Norms of Collaboration Review	<ul style="list-style-type: none"> Pausing Paraphrasing Posing Questions Putting Ideas on the Table 	<ul style="list-style-type: none"> Providing Data Paying Attention to Self and Others Presuming Positive Intentions 	
Discussion	<i>We are learning...</i> review of end-of-the-year activities overview of Summer Academy Bootcamp updates about next school year SPSA Goals AEA Updates	<i>So that we can...</i> stay on top of deadlines support students and families prepare for 21-22 provide input into school plan stay connected	Karin Karin Karin Karin Site Reps
Nuts and Bolts	<ul style="list-style-type: none"> Stay safe!! M5 ends 04/09/21, Grades due by 04/16/21 SBAC Testing 04/19/21-04/22/21 - all classes except PE 		
Parking Lot			
Next Meetings	Staff Meetings: 05/07/21, 05/21/21 Teacher-directed Collaboration: 04/23/21, 05/14/21, 05/28/21 District Articulation: 04/30/21		

Notes: