



# 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 - Parent Involvement Policy & School-Parent Compact	33-66977-6031504	May 16, 2022	June 9, 2022

## 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 student groups and their families that have been identified as having a high Chronic Absenteeism Rate. These students and/or student groups will receive additional targeted assistance through counseling, parent meetings, mentoring groups, tutoring, etc. Additionally, staff will receive professional development on how to support and assist these student groups to increase student attendance and academic achievement. (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 updated plans to further assist under-performing students and increase student attendance, 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 2021-2022 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 safe on campus and a vast majority of students reported never being bullied on campus and never witnessing bullying 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 and set high expectations for them. Finally, students responded that they feel connected to the school and are academically motivated.

The results from the California School Parent Survey show that parents feel Arizona Middle School is a safe place for their child. Parents reported feeling they are well informed on their student's academic progress and are provided with information on how to help their students improve academically. The survey results also indicated that parents feel like teachers/staff go out of their way to help students, and the school has staff members that care about the students. Finally, parents feel like the school provides high quality academic instruction, motivates students to learn, and 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 throughout the year 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/Practice Assessments' for Math, ELA, and Science; History and Science 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 core classes of Language Arts, History, Math, and Science, along with Physical Education (or Cadet Corps), and an Elective Course. Sixth grade Elective Course options include an Technology/STEM Exploratory Elective Rotation class; which includes Google Suite Introduction (Google Classroom, Sheets, Slides, Website Design, etc.); Career Technology Modules (Flight & Drone Technology, Video Production, and Intro to Computer Science/Engineering); and STEM Virtual Reality/3D Design sponsored by Verizon & Arizona State University. Additional Elective options include: AVID: Advancement Via Individual Determination (which prepares students for college eligibility and success), Band and Choir.

Seventh and eighth grade students are enrolled in Language Arts or Honors Language Arts at each grade level (based on teacher recommendation, grades, and student test scores). Seventh grade students are also enrollment in Math or Honors Math (based on teacher recommendation, grades, and student test scores). At the 8th Grade Level, Arizona offers Math or Integrated Math 1 (based on teacher recommendation, grades, and student test scores).

Arizona Math Courses include: 8th Grade Integrated Math 1, 8th Common Core Math, 7th Common Core Math, and 6th Common Core Math.

History Courses include: Ancient History in the sixth grade; in the seventh grade they are enrolled in History/Middle Ages or accelerated History/Middle Ages; and in eight grade they are enrolled in American History from 1776 to 1900 or accelerated American History based on teacher recommendation, grades, and student test scores.

Science Courses are taught based on Next Generation Science Standards (NGSS), which include life science, earth science, and physical science, and the scientific method at all grade levels.

Seventh and eight grade Elective Courses include opportunities to participate in AVID, Fine Arts (i.e. Choir or Band), or STEM elective choices (i.e. Career and Technical Education Courses, Computer Programming, Robotics, 3D Design, Video Programing, etc.)

Finally, all Arizona students have 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 Special Education Teacher or an Special Education 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. Finally, Arizona is proud to have 100% participation in the site Science Fair and Selected participants move forward to participate with the District Science 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/Practice CAASPP 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)

AVID training and workshops provide the AVID coordinator, principal, and AVID elective/core teachers, 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

Focusing on Mastery

Equity Training

Co-Teacher Training (Special Education Teachers and core academic teachers): Provides supports and examples on a well developed Co-Teaching Classroom that supports both General Education students and Special Students.

Positive Behavior Intervention and Support (PBIS)

Multi-Tiered Systems of Supports (MTSS) Training

Boys Town Behavior Intervention and Support Counselor Training

Professional Development in the following areas: ELA/ELD Framework and Math Framework

Continued training in robotics and use of 3D programming and printing

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. Additionally, Co-Teacher Training (Special Education Teachers and core academic teachers): Provides supports and examples on a well developed Co-Teaching Classroom that supports both General Education Education students and Special Students.

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 meetings.

## 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. 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 tutoring. School funds also are used to best support teacher capacity building via professional development and grade level/department articulation.

All Arizona students are provided a Chromebook and access to Google Classroom to provide communication to both students and parents on all daily classroom instruction, homework/assignments, upcoming assessments, etc. Additionally, the school provides each student with a physical 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, PBIS Strategies, 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).

Alvord Unified School District Provides Family Engagement Trainings through the Family Engagement Office to collaborate with families to ensure that each child receives a healthy development, school achievement, and is prepared for college and/or career. The work of the Family Engagement Office centers on growing and strengthening our schools' capacity to engage families in partnerships that build stronger schools and support home learning environments.

Arizona implements it's own parent training's (which are lead by the Teacher Leadership Team) covering topics such as: CCSS, Aeries, Google Classroom, A-G College Preparatory Trainings, 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, Emails, 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. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.44%	0.6%	0.33%	4	5	3
African American	4.14%	4.5%	5.81%	38	40	53
Asian	2.4%	2.9%	3.40%	22	26	31
Filipino	1.53%	1.8%	1.43%	14	16	13
Hispanic/Latino	81.35%	80.7%	80.26%	746	718	732
Pacific Islander	0.98%	1.1%	0.44%	9	10	4
White	8.62%	7.9%	7.57%	79	70	69
Multiple/No Response	0.55%	0.5%	0.77%	5	4	7
Total Enrollment				917	890	912

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	300	281	296
Grade 7	278	320	285
Grade 8	339	289	331
Total Enrollment	917	890	912

### 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 912 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 285, compared to the 8th grade class with 331 students, and 6th grade with 296 students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	241	244	199	26.3%	27.4%	21.8%
Fluent English Proficient (FEP)	224	190		24.4%	21.3%	
Reclassified Fluent English Proficient (RFEP)	59	11	37	21.9%	4.6%	18.5%

### Conclusions based on this data:

1. The student population at Arizona Middle School includes a high percentage (approximately 21%) of English Language Learners (ELL's); which has slightly declined from the previous 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 fluctuated over the past two years due to school closures and distance learning used during the COVID Pandemic.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	348	262	284	346	257	0	346	257	0	99.4	98.1	0.0
Grade 7	316	342	324	314	335	0	314	335	0	99.4	98	0.0
Grade 8	351	296	294	347	291	0	347	291	0	98.9	98.3	0.0
All Grades	1015	900	902	1007	883	0	1007	883	0	99.2	98.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2497.	2488.		8.38	11.28		31.21	20.62		30.06	29.57		30.35	38.52	
Grade 7	2520.	2510.		8.28	6.87		29.94	28.36		26.75	28.06		35.03	36.72	
Grade 8	2521.	2554.		6.92	8.59		23.92	38.49		30.55	28.52		38.62	24.40	
All Grades	N/A	N/A	N/A	7.85	8.72		28.30	29.45		29.20	28.65		34.66	33.18	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.18	16.34		44.80	38.91		39.02	44.75	
Grade 7	16.56	13.13		46.18	43.58		37.26	43.28	
Grade 8	13.01	19.59		41.91	50.17		45.09	30.24	
All Grades	15.21	16.19		44.23	44.39		40.56	39.41	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	15.03	12.06		45.95	43.97		39.02	43.97	
Grade 7	15.29	13.43		52.55	48.96		32.17	37.61	
Grade 8	9.28	12.71		50.72	62.54		40.00	24.74	
All Grades	13.13	12.80		49.65	51.98		37.21	35.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.25	12.45		66.47	58.75		24.28	28.79	
Grade 7	6.69	7.16		61.46	67.16		31.85	25.67	
Grade 8	9.83	13.75		62.14	70.79		28.03	15.46	
All Grades	8.65	10.87		63.42	65.91		27.93	23.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.81	19.46		54.62	42.80		24.57	37.74	
Grade 7	15.61	18.51		57.96	48.06		26.43	33.43	
Grade 8	17.63	23.45		48.55	54.14		33.82	22.41	
All Grades	18.09	20.41		53.58	48.53		28.33	31.07	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. Over the past 3 years there has been an increase each year in the percent of students that are Above Standard in Reading.
3. Students did not participate in the 2019-2020 or 2020-2021 CAASP Summative Assessment due to school closures from the COVID-19 Pandemic.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	347	262	284	345	260	0	345	260	0	99.4	99.2	0.0
Grade 7	314	342	324	313	337	0	313	337	0	99.7	98.5	0.0
Grade 8	350	296	294	346	292	0	345	292	0	98.9	98.6	0.0
All Grades	1011	900	902	1004	889	0	1003	889	0	99.3	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2497.	2502.		10.43	12.69		19.13	20.77		34.49	28.08		35.94	38.46	
Grade 7	2499.	2497.		6.71	8.01		18.53	16.91		30.99	33.53		43.77	41.54	
Grade 8	2522.	2532.		13.62	16.44		16.23	18.49		26.96	25.00		43.19	40.07	
All Grades	N/A	N/A	N/A	10.37	12.15		17.95	18.56		30.81	29.13		40.88	40.16	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.68	23.85		37.68	31.92		44.64	44.23	
Grade 7	15.43	13.35		33.12	35.91		51.45	50.74	
Grade 8	24.06	23.29		28.70	32.19		47.25	44.52	
All Grades	19.18	19.69		33.17	33.52		47.65	46.79	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.57	13.46		50.72	44.62		39.71	41.92	
Grade 7	9.62	10.39		49.68	50.74		40.71	38.87	
Grade 8	12.17	11.64		48.41	47.26		39.42	41.10	
All Grades	10.48	11.70		49.60	47.81		39.92	40.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	11.01	12.31		45.51	46.92		43.48	40.77	
Grade 7	9.00	7.12		54.98	59.35		36.01	33.53	
Grade 8	13.04	16.10		52.75	56.85		34.20	27.05	
All Grades	11.09	11.59		50.95	54.89		37.96	33.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 2019 Data indicates 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. 2019 Data indicates the percentage of 8th grade students that received standard exceeded increased by 9% from scores those same students received as 7th graders. In the Communicating Reasoning section we saw an overall increase by 4% of students At or Near Standard from the previous school year.
3. Students did not participate in the 2019-2020 or 2020-2021 CAASP Summative Assessment due to school closures from the COVID-19 Pandemic.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1534.6	1521.7	1520.5	1534.4	1519.2	1524.7	1534.3	1523.7	1515.7	112	76	69
7	1533.1	1529.7	1530.3	1526.0	1525.3	1541.4	1539.6	1533.7	1518.8	76	81	82
8	1558.4	1532.6	1524.2	1547.8	1528.0	1527.6	1568.5	1536.6	1520.3	81	67	68
All Grades										269	224	219

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	34.82	14.47	17.65	36.61	32.89	33.82	19.64	42.11	32.35	*	10.53	16.18	112	76	68
7	30.26	14.81	23.46	38.16	37.04	29.63	28.95	39.51	32.10	*	8.64	14.81	76	81	81
8	55.56	16.42	10.29	32.10	37.31	41.18	*	37.31	32.35	*	8.96	16.18	81	67	68
All Grades	39.78	15.18	17.51	35.69	35.71	34.56	18.22	39.73	32.26	6.32	9.38	15.67	269	224	217

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	52.68	32.89	29.41	35.71	38.16	41.18	*	21.05	19.12	*	7.89	10.29	112	76	68
7	47.37	28.40	37.04	40.79	41.98	38.27	*	22.22	16.05	*	7.41	8.64	76	81	81
8	62.96	26.87	22.06	28.40	46.27	44.12	*	14.93	17.65	*	11.94	16.18	81	67	68
All Grades	54.28	29.46	29.95	34.94	41.96	41.01	8.18	19.64	17.51	*	8.93	11.52	269	224	217

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	25.89	2.63	1.47	19.64	27.63	20.59	22.32	44.74	41.18	32.14	25.00	36.76	112	76	68
7	25.00	6.17	7.41	17.11	22.22	16.05	31.58	48.15	38.27	26.32	23.46	38.27	76	81	81
8	48.15	2.99	2.94	23.46	29.85	17.65	17.28	46.27	48.53	*	20.90	30.88	81	67	68
All Grades	32.34	4.02	4.15	20.07	26.34	17.97	23.42	46.43	42.40	24.16	23.21	35.48	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	40.18	25.00	17.65	49.11	56.58	61.76	10.71	18.42	20.59	112	76	68
7	30.26	7.41	8.75	60.53	67.90	66.25	*	24.69	25.00	76	81	80
8	48.15	7.46	10.29	48.15	68.66	67.65	*	23.88	22.06	81	67	68
All Grades	39.78	13.39	12.04	52.04	64.29	65.28	8.18	22.32	22.69	269	224	216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	72.32	47.37	53.85	25.89	43.42	40.00	*	9.21	6.15	112	76	65
7	69.74	59.26	77.03	27.63	33.33	16.22	*	7.41	6.76	76	81	74
8	77.78	58.21	48.94	19.75	31.34	42.55	*	10.45	8.51	81	67	47
All Grades	73.23	54.91	61.83	24.54	36.16	31.18	*	8.93	6.99	269	224	186

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	27.68	5.26	10.29	24.11	44.74	30.88	48.21	50.00	58.82	112	76	68
7	26.32	11.11	12.35	23.68	41.98	22.22	50.00	46.91	65.43	76	81	81
8	45.68	11.94	10.29	24.69	40.30	30.88	29.63	47.76	58.82	81	67	68
All Grades	32.71	9.38	11.06	24.16	42.41	27.65	43.12	48.21	61.29	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	9.82	18.42	5.88	79.46	71.05	85.29	10.71	10.53	8.82	112	76	68
7	21.05	1.23	6.17	75.00	90.12	74.07	*	8.64	19.75	76	81	81
8	34.57	1.49	0.00	61.73	88.06	86.76	*	10.45	13.24	81	67	68
All Grades	20.45	7.14	4.15	72.86	83.04	81.57	6.69	9.82	14.29	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 2020-2021 Data indicates 52.7% of all English learners are a level 3 or 4 overall in English language development.
2. Oral Language is stronger than Written Language with 70.96% of all students scoring a level 3 or 4 in Oral Language compared to 22.12% 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 61.29% of all students scoring at the "beginning" level. A decline in scores has been noticed over the past two years due to school closures and increased absences due to the COVID Pandemic.

# School and Student Performance Data

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	890	856	96.18	3.82	35.98
Female	419	405	96.66	3.34	43.21
Male	468	450	96.15	3.85	29.33
American Indian or Alaska Native	4	4	--	--	--
Asian	26	24	92.31	7.69	62.5
Black or African American	40	38	95	5	31.58
Filipino	16	16	100		75
Hispanic or Latino	716	692	96.65	3.35	33.24
Native Hawaiian or Pacific Islander	10	10	--	--	--
Two or More Races	4	4	--	--	--
White	70	66	94.29	5.71	45.45
English Learners	219	207	94.52	5.48	9.18
Foster Youth	8	7	--	--	--
Homeless	38	36	94.74	5.26	36.11
Socioeconomically Disadvantaged	698	670	95.99	4.01	31.79
Students with Disabilities	126	119	94.44	5.56	5.04

### Conclusions based on this data:

1. The ELA iReady Diagnostic Data indicates that 35.98% of all students are 'At or Above Grade Level'.
2. Student groups with the lowest percent of student "At or Above Grade Level" were Male Students with 29.33%; Black or African American students with 31.58%; English Learners with 9.18%; and Students with Disabilities with 5.04%
3. Increased interventions and supports are needed for our lowest scoring student groups to increase ELA iReady scores.



# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	890	856	96.18	3.82	16.71
Female	419	404	96.42	3.58	18.56
Male	468	451	96.37	3.63	14.86
American Indian or Alaska Native	4	4	--	--	--
Asian	26	24	92.31	7.69	45.83
Black or African American	40	37	92.5	7.5	10.81
Filipino	16	16	100		56.25
Hispanic or Latino	716	693	96.79	3.21	14.72
Native Hawaiian or Pacific Islander	10	10	--	--	--
Two or More Races	4	4	--	--	--
White	70	66	94.29	5.71	19.7
English Learners	219	207	94.52	5.48	3.38
Foster Youth	8	7	--	--	--
Homeless	38	37	97.37	2.63	21.62
Socioeconomically Disadvantaged	698	672	96.28	3.72	15.33
Students with Disabilities	126	117	92.86	7.14	2.56

### Conclusions based on this data:

1. The Math iReady Diagnostic Data indicates that 16.71% of all students are 'At or Above Grade Level'.
2. Student groups with the lowest percent of student "At or Above Grade Level" were Male Students with 14.86%; Black or African American students with 10.81%; English Learners with 3.38%; and Students with Disabilities with 2.56%
3. iReady Diagnostic scores are significantly lower in Math than ELA. Increased interventions and supports are needed for our lowest scoring student groups to increase Math iReady scores.

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
890	78.3	27.4	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	27.4
Foster Youth	8	0.9
Homeless	35	3.9
Socioeconomically Disadvantaged	697	78.3
Students with Disabilities	123	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	4.5
American Indian or Alaska Native	5	0.6
Asian	26	2.9
Filipino	16	1.8
Hispanic	718	80.7
Two or More Races	4	0.4
Native Hawaiian or Pacific Islander	10	1.1
White	70	7.9

**Conclusions based on this data:**

- 1. Arizona Middle School has a diverse population of students.
- 2. Approximately 78.3% 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. 2019 Data indicates the Overall Performance for Mathematics has improved over the past 2 years.
2. 2019 Data indicates the Overall Performance for English Language Arts has slightly improved over the past 2 years.
3. 2019 Data indicates 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

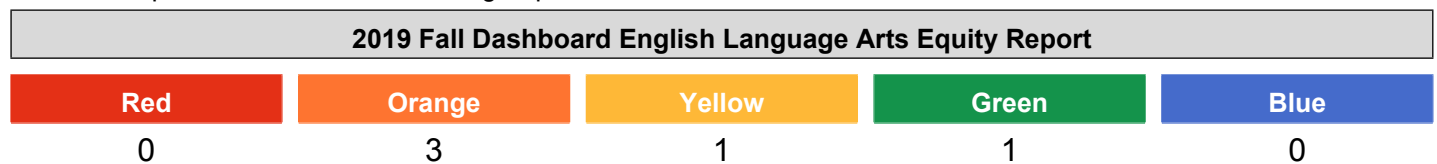
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		Yellow		No Performance Color	
30.5 points below standard		44.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++3.9 points		Increased ++4.3 points		4	
853		397			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
39.5 points below standard		37.4 points below standard		107.7 points below standard	
Increased Significantly ++28.4 points		Maintained ++2.6 points		Increased Significantly ++28.2 points	
29		725		127	

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

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

<b>Current English Learner</b> 104 points below standard Declined -4.9 points 204	<b>Reclassified English Learners</b> 18.7 points above standard Maintained ++1.5 points 193	<b>English Only</b> 28.2 points below standard Maintained ++0.1 points 400
--	--	---

#### Conclusions based on this data:

- 2019 Data indicates the English Language Arts Performance for All Students increased by 3.9 points from the previous year with 30.5 points below standard.
- 2019 Data indicates 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.
- 2019 Data indicates 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

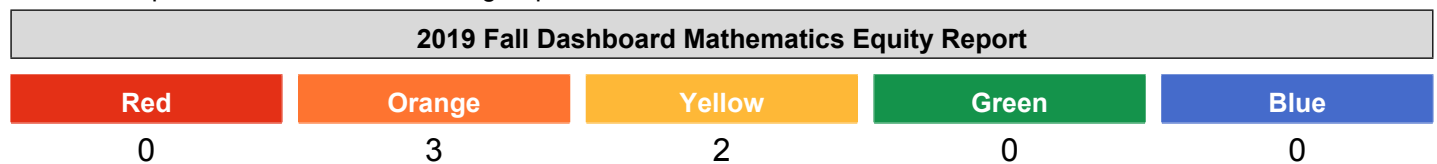
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		
<b>All Students</b>  Orange 56.1 points below standard Maintained ++1.7 points 852	<b>English Learners</b>  Yellow 71.8 points below standard Increased ++3.1 points 396	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color 45.8 points below standard Increased Significantly ++28.8 points 29	<b>Socioeconomically Disadvantaged</b>  Orange 62.1 points below standard Maintained ++0.8 points 724	<b>Students with Disabilities</b>  Orange 154.6 points below standard Increased ++13.8 points 127

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

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

<b>Current English Learner</b> 129.2 points below standard Declined -5.7 points 203	<b>Reclassified English Learners</b> 11.4 points below standard Maintained ++0.2 points 193	<b>English Only</b> 54.2 points below standard Declined -3.6 points 400
--	--	--

#### Conclusions based on this data:

- 2019 Data indicates 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.
- 2019 Data indicates 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.
- 2019 Data indicates 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

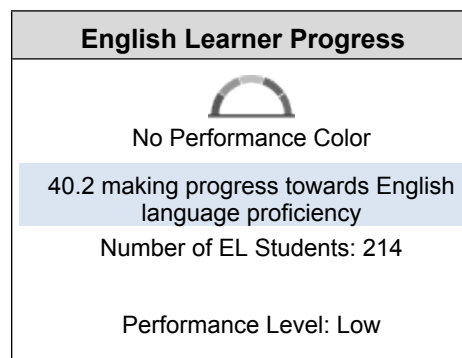
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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

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

#### Conclusions based on this data:

- 2019 Data indicates that the Chronic Absenteeism Dashboard shows that 12.1% of all students were Chronically Absent from school; which was maintained from the previous year.
- 2019 Data indicates 23.8% of Homeless students were chronically absent; which was an increase of 8.2%.
- 2019 Data indicates 26.5% of African American's were chronically absent ; which was an increase of 2%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

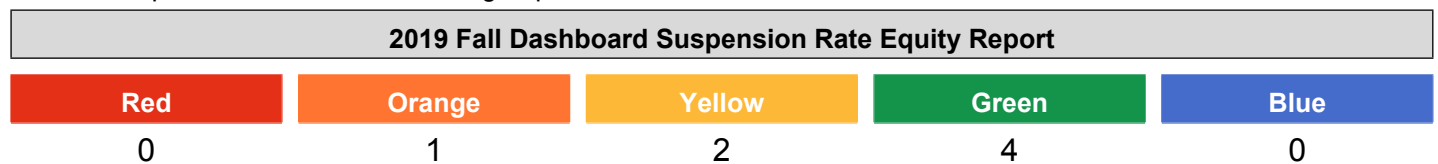
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

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

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

- 2019 Data indicates that the Dashboard shows that 5.5% of students were suspended at least once during the school year; which is an decrease of 2.6%.
- 2019 Data indicates that the Dashboard shows that each African American students had a decrease in suspensions by 6.7%.
- 2019 Data indicates 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 CAASP 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:

The Spring iReady Math Diagnostic Assessment Results indicated that 45% of Arizona students identified as in need of Tier 3 interventions. The Spring iReady Reading Diagnostic Assessment Results indicated that 53% 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 5% in both Math and English Language Arts.

### Local Measure:

By June of 2023, 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. \* 2021-2022 school year data, 90.5% of 8th graders met promotion requirements, 75.4% of 7th graders met promotion requirements, and 91.5% of 6th graders met promotion requirements.

### 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 and History Goal is that at least 75% of students will score a C or higher on the mid-term exam given in December 2022 and final exams given in May 2023.

### ELL State Measure:

Arizona Middle School's English Language Learner goal for 2022-2023 is that 35% 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 2023, a minimum of 25% of the EL students will reclassify as fluent English proficient. 2022 Data shows that 19% of EL students reclassified as fluent English proficient.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss A-G Requirements, College Readiness, 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 2021-2022 school year, 90.5% of 8th graders met promotion requirements, 77.4% of 7th graders met promotion requirements, and 91.5% of 6th graders met promotion requirements. 2019-2020	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level. 2022 Data shows that 19% of EL students reclassified as fluent English proficient; 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>Administration will meet with all grade level departments following every 6 week grading period. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.</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**

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
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**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**

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)
-----------	-----------

14,760	LCFF-LI 4000-4999: Books And Supplies
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**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)

5000

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

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. 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)
8,255.00	LCFF-LI 5800: Professional/Consulting Services And 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.

**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)
<b>Strategy/Activity 8</b>	
<b>Students to be Served by this Strategy/Activity</b>	
(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)
8,000	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)
10,000	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)

6,300

Source(s)

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)

0

Source(s)

Title I  
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)

4035.00

Source(s)

LCFF-EL  
2000-2999: Classified 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.

**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: 2021-22

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 implementation of the strategies listed above improved the number of students that met the district promotion requirements of 2.0 GPA and no failing F Grades in ELA, Math, Science, or History.

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

During the 2021-2022 School year we were not able to send as many teachers to professional development trainings as originally intended due to COVID Restrictions.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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 85% of classroom teachers trained in AVID WICOR Strategies by the end of the 2022-2023 school year. Currently 82% of Arizona teachers are trained in AVID WICOR Strategies.

Local Measure:

Increase student and parent workshops/trainings to assist parents/students with A-G Requirements, High School Preparation, College Preparation, Student Grade Support, Aeries Support, Google Classroom Support, Social-Emotional Support, etc.

Local Measure:

By June 2023 100% of AVID trained teacher will be consistently using WICOR strategies in their classrooms.

Local Measure:

By June of 2023, 95% of 7th grade and 8th grade students will have taken a mock pre-collegiate preparation exam.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss A-G Requirements, College Readiness, 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 82% 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 2023 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)

0

Source(s)

LCFF-EL  
None Specified

### **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)
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**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: 2021-22

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 implementation of the strategies listed above improved the number of teachers that were AVID Training during the 2021-2022 School Year.

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

During the 2021-2022 School year we were not able to have as many parent workshops/trainings as originally intended due to COVID Restrictions.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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 2023, 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 2023, parent involvement will increase by adding at least 1 parent event per month. Which includes parenting on campus events such as: back-to-school night, parent conferences, parent lunches, etc. Additionally, parent workshops/trainings will be scheduled to assist parents with A-G Requirements, College Preparation, High School Transition, Student Grade Support, Aeries Support, Google Classroom Support, Social-Emotional Support, etc.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly ADA reports and District Chronic Absent reports to monitor attendance. Monthly review of discipline data to include AERIES Analytics dashboard. Suspension and expulsion data from district and California School Dashboard 5x5 grid. Number of parent events/workshops currently held.	2019 Data indicates that 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%. Arizona Middle School's suspension rate in the California Dashboard is at 5.5 percent. 8 Parent events were held during the 2019-2020 school year.	Monthly ADA is charted and presented to parent groups (i.e. ELAC, SSC) and addressed at staff meetings. 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. Comparison of annual suspension and expulsion findings from Students Services will be addressed at all Staff Meetings and Parent Meetings. Number of parent events/workshops will be increased and compared by previous years.

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)

2,000

Source(s)

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)

School Plan for Student Achievement (SPSA)

Source(s)

Page 67 of 81 Arizona Middle School - Parent Involvement Policy & School-Parent Compact



3600

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  
5800: Professional/Consulting Services And 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**



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)

2,000

Source(s)

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)
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**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)
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**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)
5840	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 improve practices and procedures to decrease Chronic Absenteeism, increase student engagement and involvement, reduce Suspension rates, work on PBIS Strategies, increase parent involvement. 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)

3,500

Source(s)

LCFF-LI  
5800: Professional/Consulting Services And  
Operating Expenditures

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 School year it was difficult to implement the strategies listed above and monitor the overall effectiveness of those strategies because a large number of students were absent from school due to the COVID 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.

During the 2021-2022 School year we were not able to have as many parent engagement activities as we originally intended due to the COVID Pandemic.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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	\$202,325.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,245.00

## 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	\$30,640.00

Subtotal of additional federal funds included for this school: \$30,640.00

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	\$20,635.00
LCFF-LI	\$34,515.00

Subtotal of state or local funds included for this school: \$88,605.00

Total of federal, state, and/or local funds for this school: \$119,245.00

# 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	20,635.00	0.00
LCFF-LI	34,515.00	0.00
Title I	30,640.00	0.00
AVID	31,455.00	0.00
Attendance	2,000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	2,000.00
AVID	31,455.00
LCFF-EL	20,635.00
LCFF-LI	34,515.00
Title I	30,640.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	25,440.00
2000-2999: Classified Personnel Salaries	36,490.00
4000-4999: Books And Supplies	30,260.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,755.00
7000-7439: Other Outgo	6,300.00
None Specified	0.00



## 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	3,600.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,035.00
4000-4999: Books And Supplies	LCFF-EL	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	2,000.00
None Specified	LCFF-EL	0.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	8,000.00
4000-4999: Books And Supplies	LCFF-LI	14,760.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	11,755.00
1000-1999: Certificated Personnel Salaries	Title I	13,840.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
7000-7439: Other Outgo	Title I	6,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,350.00
Goal 2	34,955.00
Goal 3	19,940.00

# 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

Katie Gutierrez, Julie Mitchell, Johanna Newman, Ujima Thompson: Classroom Teachers

Desere Mergil: Other School Staff

Breanne Acosta, Suzanne Guidero, Quinn Hickman: Parent or Community Members

Yaquelin Lopez Torres, Scarlett Valenzuela, Adriana Zagal: Secondary Students

Name of Members	Role
Jeffrey Diulio	Principal
Katie Gutierrez	Classroom Teacher
Julie Mitchell	Classroom Teacher
Johanna Newman	Classroom Teacher
Ujima Thompson	Classroom Teacher
Desere Mergil	Other School Staff
Breanne Acosta	Parent or Community Member
Suzanne Guidero	Parent or Community Member
Quinn Hickman	Parent or Community Member
Yaqueline Lopez Torres	Secondary Student
Scarlett Valenzuela	Secondary Student
Adriana Zagal	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: Teacher Leadership 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 05/16/22.

Attested:

	Principal, Jeffrey Diulio on 05/16/2022
	SSC Chairperson, Desere Mergil on 05/16/2022

## 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 Site Council Minutes**  
**May 16, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**Introductory Procedure**

1. Call to Order- Mergil called the meeting to order at 3:35.
2. Establishment of Quorum- A quorum was established with 9 members present: Jeffrey Diulio, Desere Mergil, Julie Mitchell, Johanna Newman, Quinn Hickman, Katie Gutierrez, Suzanne Guidero, Ujima Thompson, Breanne Acosta.
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from April 27<sup>th</sup>, 2022-The minutes were motioned/seconded/carried to approve as presented. (Mitchell/Hickman) (8-0-0)
2. Approve site budgets for 2022-2023- The budget went up in some areas because our enrollment went up. It was motioned/seconded/carried to approve as presented. (Gutierrez/Mitchell) (9-0-0)
3. Approve participation in Title 1 Program for 2022-2023- We qualify for Title 1 as a school and will get funding for that participation. It was motioned/seconded/carried to approve as presented. (Guidero/Hickman) (9-0-0)
4. Approve the 2022-2023 School Plan for Student Achievement (SPSA)- It goes over our goals for next year and tentatively where we would want to spend money. It goes over our different programs. Mr. Diulio went over the results of the California Healthy Kids, Parents, and Staff Survey, enrollment data, student performance data, and our goals. It was motioned/seconded/carried to approve as presented. (Mitchell/Acosta) (9-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source-We reviewed the budgets that we have gone over at every meeting this year.
2. SSC Committee Self-Evaluation-Everyone at the meeting filled out the survey.
3. Plan Election Cycle for August, 2022
  - a. Beginning of August: Online Nominations sent to each group (with SSC Meeting Dates/Information)
    - i. Teachers, Classified Staff, Parents, and Students
  - b. End of August: Online Ballots will be sent to each group with the names of individuals nominated from each group.
  - c. September: 1<sup>st</sup> SSC Meeting
4. School Plan for Student Achievement (SPSA)-We went over this in the action items.
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)-The ELAC group went over the goals and the ELAC group really appreciated the tutoring that was offered this year.
  - District Parent Advisory Committee (PAC)-There wasn't a meeting that we were informed of this month.
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)- Teachers were reaching out to parents of students who were in danger of receiving a D or F.
  - Parent and Family Involvement Opportunities- Parents were invited to come and eat lunch with their children. There was a very big turnout. We will hopefully be able to these more next year.
  - Interventions- We are looking at our iReady scores to make our intervention classes for the next school year. We will also do a big push at the end of the year for students to get their grades up.
7. Principal's Report- Mr. Diulio thanked everyone for being here today and throughout the year.

**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.*

**V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2022.
3. Adjournment: Action Item-Meeting was motioned/seconded to adjourn at 4:34 p.m. (Hickman/Mitchell) (9-0-0)

**Arizona Middle School**  
**School Site Council Minutes**  
**April 27, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**I. Introductory Procedure**

1. Call to Order- Mergil called the meeting to order at 3:40.
2. Establishment of Quorum- A quorum was established with 7 members present: Jeffrey Diulio, Desere Mergil, Julie Mitchell, Johanna Newman, Ujima Thompson, Suzanne Guidero, Katie Gutierrez.
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from February 24<sup>th</sup> 2022. Corrections: Change 'Agenda' to 'Minutes' on heading. Make sure the dollar signs are consistent. Change the date for the next SSC Meeting. The minutes were motioned/seconded/carried to approve. (Thompson/Mitchell) (7-0-0)
2. Approve Title I School Compact- We have already reviewed this a couple times in past meetings. It was motioned/seconded/carried to approve as presented. (Newman/Thompson) (7-0-0)
3. Approve Title I Site Parent Involvement Policy- It goes over how we can involve families. We will get to have parents on campus this year to eat lunch with their child in May. It was motioned/seconded/carried to approve as presented. (Mitchell/Guidero) (7-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source-We looked at the current budget reports. Planners were ordered for next year. We were able to get the wireless headphones, supplies, and curriculum with our EL funds. Teachers are still mentoring and tutoring and the Title I funds are being used for that.
2. Training Topics:
  - 2022-2023 Preliminary Budget-The budget is a little bit lower for next year because our projections for how many students we will have for the next school year are lower.
3. School Plan for Student Achievement (SPSA)
  - Current Non Promote Numbers-We went over the current non promote numbers per grade.
  - Draft 2022-2023 SPSA Goals – We reviewed the goals. Many were left the same because we still had an abnormal year with attendance. Next year we will have more data we can look at that is current. We also looked at the strategies and funding to support reaching our goals.
  - Review Draft 2022-2023 SPSA
4. Local Control and Accountability Plan – They had meetings at the district level and made goals for the district. Small groups discussed those goals in the meetings.
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) – They discussed some of the end of the year items and got budget approval for many of the items we have been discussing in SSC. They also had a presentation about some of the high school requirements.
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers) – We had a PD item yesterday that Ms. Inae presented on about how teachers and paraprofessionals work together. There was also a training on state testing.
  - Parent and Family Involvement Opportunities – On May 13<sup>th</sup> parents are invited to eat lunch with their students. On May 24<sup>th</sup> is the 8<sup>th</sup> grade promotion.
  - Interventions – We are continuing with tutoring before and after school. Tutoring has been very full.
7. Principal's Report – Mr. Diulio thanked everyone for coming.

**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.*

**V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Tuesday, May 17<sup>th</sup> at 3:30pm
3. Adjournment: Meeting was motioned/seconded to adjourn at 4:30 p.m. (Mitchell/Newman) (7-0-0)



**Arizona Middle School**  
**School Site Council Minutes**  
**February 24, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**I. Introductory Procedure**

1. Call to Order: Mergil called the meeting to order at 3:35.
2. Establishment of Quorum- A quorum was established with 8 members present: Suzanne Guidero, Katherine Gutierrez, Desere Mergil, Jeffrey Diulio, Johanna Newman, Julie Mitchell, Quinn Hickman, and Ujima Thompson
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from January 26<sup>th</sup> 2022. The minutes were motioned/seconded/carried to approve as presented. (Newman/Hickman) (8-0-0)
2. Approve Categorical Expenditures for:
  1. LCFF-LI – 8 ELMO Projector Units for instructional use in Core and Elective Classrooms. NTE 4,000 Teachers use these to assist with instruction. After discussion, it was motioned/seconded/carried to approve. (Thompson/Guidero) (8-0-0)
  2. LCFF-LI – Student Headphones to be used in classrooms to assist with instructional use and computer learning programs. NTE 4,000 Every classroom will have about 10 headphones for students to use. After discussion, it was motioned/seconded/carried to approve. (Mitchell/Guidero) (8-0-0)
  3. LCFF-LI – 10 Printers for instructional use in Core and Elective Classrooms. NTE 4,000 These will be used in the classrooms and in the library for students. After discussion, it was motioned/seconded/carried to approve. (Hickman/Newman) (8-0-0)
  4. LCFF-LI - Certificated Additional Summer Hours for Planning. Core Academic Subject teachers will meet as grade levels and departments during the summer to analyze data from the previous school year and to create plans to improve student achievement. NTE \$10,000 & NTE 8 hours per teacher and NTE 175 total hours. This has been going on the last few years and has been very beneficial for the teachers. After discussion, it was motioned/seconded/carried to approve. (Newman/Mitchell) (8-0-0)
  5. LCFF-EL – Student Curriculum, Supplies, and Materials to assist English Learners in all subjects. NTE 9,000 This will be used for welcome pack supplies for EL students. Also, this would help to buy curriculum for our AALD/ELD classes. After discussion, it was motioned/seconded/carried to approve. (Thompson/Hickman) (8-0-0)
  6. LCFF-EL – Wireless Interpretation Headphones to assist with translation in Parent Meetings and Classrooms. NTE 8,000 This would help us to have a set of 20 at our school available at all times. After discussion, it was motioned/seconded/carried to approve. (Mitchell/Guidero) (8-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source – Mr. Diulio showed us the current and updated summary of the 21/22 budgets.
2. Training Topics:
  - Local Control and Accountability Plan – We looked at the California Dashboard. We focused on our district's data from 2019.
  - Review School Safety Plan – We approved the safety plan last month. All the students watched a video to review what to do if there was an active shooter on campus this past month.
  - Review School Compact and Site Parent Involvement Policy – This outlines different ways parents can be involved. Hopefully with Covid numbers decreasing, we can do more parent activities soon. Parent conferences will be in March. The policy goes over the different responsibilities of all the stakeholders.
3. School Plan for Student Achievement (SPSA) – Mr. Diulio went over the iReady data and how the students have improved this year.
4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC) – They looked at the budget and how the funds can be spent. They also had someone from the district come to talk about graduation requirements.
  - Action Team for Partnership (ATP) – No updates right now.
  - District Parent Advisory Committee (PAC) – No updates right now.
5. Program Reports
- Professional Development Opportunities (Paraprofessionals, Teachers) – Department/Grade Levels met to plan for the remainder of the year.
  - Parent and Family Involvement Opportunities – There will be gardening workshops in March, April, and May. Parents/families can pick up the materials and then attend the meetings.
  - Interventions – Mentor program will be starting with 45 students. Teachers will be working with them goal setting, tutoring, and making up missing assignments. There is tutoring every morning from 7:30-8:30 and then there is also after school tutoring multiple days a week.
6. Principal's Report – Mr. Diulio thanked everyone for coming and participating.

#### **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.*

#### **V. Adjournment**

1. Agenda building for next meeting.
2. The next SSC meeting is scheduled for Wednesday, March 23<sup>rd</sup> at 3:30p.m.
3. Adjournment: Meeting was motioned/seconded to adjourn at 4:28 p.m. (Hickman/Newman) (7-0-0)



Alvord Unified School District  
**Arizona Middle School**  
English Learners Advisory Committee

May 13, 2022  
9:30A.M. Virtual  
Virtual Meeting online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/2479219992?pwd=ajVpL3RIWTdmcEVYV3RScHpITnBKQT09>

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# Minutes

- I. Introductory Procedures
  - a. Call to Order: Meeting was called to order at 9:40am by Mr. Rodolfo Martinez
  - b. Welcome/Sign-in: Mr. Martinez welcomed members; Claudia Orozco, Mr. Jeffrey Diulio, and Ms. Nayeli Martinez
  - c. Pledge of Allegiance: Mr Martinez led the pledge of allegiance
- II. SPSA Goals Specific to ELLs (Mr. Diulio Discussed in detail the following goals)
  - i. 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..
  - ii. Arizona Middle School's English Language Learner goal for 2022-2023 is that 35% 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.
  - iii. By June of 2023, a minimum of 25% of the EL students will reclassify as fluent English proficient.
- III. Strategies to meet those goals
  - i. EL Facilitator
  - ii. EL Translation Services
  - iii. EL Child Care Services
  - iv. EL Digital or Physical Materials to support students
  - v. Teacher Professional Development on how to support EL Students in the classroom.
  - vi. CABE Conference for ELAC Parents, Teachers, and Staff
  - vii. EL Library Books to build the library and increase student interest in reading.
  - viii. EL Student Tutoring
  - ix. Family Engagement Activities Organized on a monthly basis by PTA, SSC, ELAC, etc.
  - x. Parent Meetings with Counselors for parents & Students that have low grades, Chronic Absenteeism, Discipline, etc.
  - xi. Setup Individual goals with students
  - xii. Mentor Program
- IV. Advisory session (During this section of the meeting, the conversation was opened up to the group to contribute ideas about how we could add to or adjust the strategies to meet the EL goals.
  - i. Ms. Claudia discussed how there are local agencies that are interested in supplementing recognition opportunities for students who reclassify. She thought this would help to motivate EL students into putting effort into reclassification.
  - ii. Mr. Martinez discussed how it might be advantageous to find people who have overcome language barriers and include them as guest speakers.
- V. Adjournment Mr. Martinez made a motion to close the meeting at 10:10am.
  - a. Next Meeting: September, 2022

b. Time and place: TBD



Alvord Unified School District  
**Arizona Middle School**  
English Learners Advisory Committee

March 16, 2022  
9:30A.M. Virtual  
Virtual Meeting online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/2479219992?pwd=ajVpL3RIWTdmcEVYV3RScHpITnBKQT09>

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# Minutes

- I. Introductory Procedures
  - a. Call to Order: Meeting was called to order at 9:35am by Mr. Rodolfo Martinez
  - b. Welcome/Sign-in: Mr. Martinez welcomed members; Veronica Vital, Victoria Medina and Guests, Daisy Valdez, Kristin Inae, Carlos Garcia, Ms. Martinez
  - c. Pledge of Allegiance: Mr Martinez led the pledge of allegiance
- II. Needs Assessment Training:
  - a. Ms. Kristin. Inae provided training on Common Core strategies and state testing.
    - i. Topics covered included CA State testing around:
      1. Math
      2. History
      3. Science
      4. English
      5. ELPAC
    - ii. Test Examples for speaking, reading, writing were given and discussed.
    - iii. Ms. Inae also covered the state reports that are sent to parents so that they may review student progress in 5th, 8th, and highschool grades.
    - iv. Mrs. Inae answered questions regarding how best to utilize state reports as a tool for intervention. She also explained to parents that links are available on the state website for sample questions as well.
- III. CalFresh - Whole grains
  - a. Guest Speaker Daisy Valdez provided the group an interactive training on the benefits of incorporating whole grain into our daily diets. She asked questions of the members about which grains we tend to include most. She could not finish her presentation so she was invited back to present at the April meeting
- IV. EL Spending Discussion
  - a. Ms. Martinez discussed with the group how our school intends to spend our EL funds. She discussed headphones to assist in translation as well as curriculum supplies. She also discussed other supplies and materials that will be provided to teachers to specifically address EL Students.
  - b. She also said we still have \$1500 remaining in the budget and we continue to seek advice from our members on how best to spend the funds.
- V. Adjournment Mr. Martinez made a motion to close the meeting at 10:36am.
  - a. Next Meeting: April 20, 2022 Time: 9:30 a.m. Virtual Meet

**Arizona Middle School**  
**Title I**  
**Parent and Family Involvement Policy**  
**2022-2023 to 2023-2024**

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 1<sup>st</sup> and 2<sup>nd</sup> 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**

### **Título I**

#### **Política de Participación de Padres y de Familias**

**2022-2023 & 2023-2024**

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. 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<sup>er</sup> y 2<sup>o</sup> 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).

## 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 2022-2023.

#### 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 2022-2023.

#### 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).



# 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 - Parent Involvement Policy & School-Parent Compact	33-66977-6031504	May 16, 2022	June 9, 2022

## 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 student groups and their families that have been identified as having a high Chronic Absenteeism Rate. These students and/or student groups will receive additional targeted assistance through counseling, parent meetings, mentoring groups, tutoring, etc. Additionally, staff will receive professional development on how to support and assist these student groups to increase student attendance and academic achievement. (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 updated plans to further assist under-performing students and increase student attendance, 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 2021-2022 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 safe on campus and a vast majority of students reported never being bullied on campus and never witnessing bullying 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 and set high expectations for them. Finally, students responded that they feel connected to the school and are academically motivated.

The results from the California School Parent Survey show that parents feel Arizona Middle School is a safe place for their child. Parents reported feeling they are well informed on their student's academic progress and are provided with information on how to help their students improve academically. The survey results also indicated that parents feel like teachers/staff go out of their way to help students, and the school has staff members that care about the students. Finally, parents feel like the school provides high quality academic instruction, motivates students to learn, and 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 throughout the year 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/Practice Assessments' for Math, ELA, and Science; History and Science 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 core classes of Language Arts, History, Math, and Science, along with Physical Education (or Cadet Corps), and an Elective Course. Sixth grade Elective Course options include an Technology/STEM Exploratory Elective Rotation class; which includes Google Suite Introduction (Google Classroom, Sheets, Slides, Website Design, etc.); Career Technology Modules (Flight & Drone Technology, Video Production, and Intro to Computer Science/Engineering); and STEM Virtual Reality/3D Design sponsored by Verizon & Arizona State University. Additional Elective options include: AVID: Advancement Via Individual Determination (which prepares students for college eligibility and success), Band and Choir.

Seventh and eighth grade students are enrolled in Language Arts or Honors Language Arts at each grade level (based on teacher recommendation, grades, and student test scores). Seventh grade students are also enrollment in Math or Honors Math (based on teacher recommendation, grades, and student test scores). At the 8th Grade Level, Arizona offers Math or Integrated Math 1 (based on teacher recommendation, grades, and student test scores).

Arizona Math Courses include: 8th Grade Integrated Math 1, 8th Common Core Math, 7th Common Core Math, and 6th Common Core Math.

History Courses include: Ancient History in the sixth grade; in the seventh grade they are enrolled in History/Middle Ages or accelerated History/Middle Ages; and in eight grade they are enrolled in American History from 1776 to 1900 or accelerated American History based on teacher recommendation, grades, and student test scores.

Science Courses are taught based on Next Generation Science Standards (NGSS), which include life science, earth science, and physical science, and the scientific method at all grade levels.

Seventh and eight grade Elective Courses include opportunities to participate in AVID, Fine Arts (i.e. Choir or Band), or STEM elective choices (i.e. Career and Technical Education Courses, Computer Programming, Robotics, 3D Design, Video Programing, etc.)

Finally, all Arizona students have 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 Special Education Teacher or an Special Education 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. Finally, Arizona is proud to have 100% participation in the site Science Fair and Selected participants move forward to participate with the District Science 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/Practice CAASPP 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)

AVID training and workshops provide the AVID coordinator, principal, and AVID elective/core teachers, 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

Focusing on Mastery

Equity Training

Co-Teacher Training (Special Education Teachers and core academic teachers): Provides supports and examples on a well developed Co-Teaching Classroom that supports both General Education students and Special Students.

Positive Behavior Intervention and Support (PBIS)

Multi-Tiered Systems of Supports (MTSS) Training

Boys Town Behavior Intervention and Support Counselor Training

Professional Development in the following areas: ELA/ELD Framework and Math Framework

Continued training in robotics and use of 3D programming and printing

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. Additionally, Co-Teacher Training (Special Education Teachers and core academic teachers): Provides supports and examples on a well developed Co-Teaching Classroom that supports both General Education Education students and Special Students.

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 meetings.

## 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. 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 tutoring. School funds also are used to best support teacher capacity building via professional development and grade level/department articulation.

All Arizona students are provided a Chromebook and access to Google Classroom to provide communication to both students and parents on all daily classroom instruction, homework/assignments, upcoming assessments, etc. Additionally, the school provides each student with a physical 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, PBIS Strategies, 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).

Alvord Unified School District Provides Family Engagement Trainings through the Family Engagement Office to collaborate with families to ensure that each child receives a healthy development, school achievement, and is prepared for college and/or career. The work of the Family Engagement Office centers on growing and strengthening our schools' capacity to engage families in partnerships that build stronger schools and support home learning environments.

Arizona implements it's own parent training's (which are lead by the Teacher Leadership Team) covering topics such as: CCSS, Aeries, Google Classroom, A-G College Preparatory Trainings, 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, Emails, 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. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.44%	0.6%	0.33%	4	5	3
African American	4.14%	4.5%	5.81%	38	40	53
Asian	2.4%	2.9%	3.40%	22	26	31
Filipino	1.53%	1.8%	1.43%	14	16	13
Hispanic/Latino	81.35%	80.7%	80.26%	746	718	732
Pacific Islander	0.98%	1.1%	0.44%	9	10	4
White	8.62%	7.9%	7.57%	79	70	69
Multiple/No Response	0.55%	0.5%	0.77%	5	4	7
Total Enrollment				917	890	912

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	300	281	296
Grade 7	278	320	285
Grade 8	339	289	331
Total Enrollment	917	890	912

### 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 912 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 285, compared to the 8th grade class with 331 students, and 6th grade with 296 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	241	244	199	26.3%	27.4%	21.8%
Fluent English Proficient (FEP)	224	190		24.4%	21.3%	
Reclassified Fluent English Proficient (RFEP)	59	11	37	21.9%	4.6%	18.5%

### Conclusions based on this data:

1. The student population at Arizona Middle School includes a high percentage (approximately 21%) of English Language Learners (ELL's); which has slightly declined from the previous 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 fluctuated over the past two years due to school closures and distance learning used during the COVID Pandemic.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	348	262	284	346	257	0	346	257	0	99.4	98.1	0.0
Grade 7	316	342	324	314	335	0	314	335	0	99.4	98	0.0
Grade 8	351	296	294	347	291	0	347	291	0	98.9	98.3	0.0
All Grades	1015	900	902	1007	883	0	1007	883	0	99.2	98.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2497.	2488.		8.38	11.28		31.21	20.62		30.06	29.57		30.35	38.52	
Grade 7	2520.	2510.		8.28	6.87		29.94	28.36		26.75	28.06		35.03	36.72	
Grade 8	2521.	2554.		6.92	8.59		23.92	38.49		30.55	28.52		38.62	24.40	
All Grades	N/A	N/A	N/A	7.85	8.72		28.30	29.45		29.20	28.65		34.66	33.18	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.18	16.34		44.80	38.91		39.02	44.75	
Grade 7	16.56	13.13		46.18	43.58		37.26	43.28	
Grade 8	13.01	19.59		41.91	50.17		45.09	30.24	
All Grades	15.21	16.19		44.23	44.39		40.56	39.41	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	15.03	12.06		45.95	43.97		39.02	43.97	
Grade 7	15.29	13.43		52.55	48.96		32.17	37.61	
Grade 8	9.28	12.71		50.72	62.54		40.00	24.74	
All Grades	13.13	12.80		49.65	51.98		37.21	35.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.25	12.45		66.47	58.75		24.28	28.79	
Grade 7	6.69	7.16		61.46	67.16		31.85	25.67	
Grade 8	9.83	13.75		62.14	70.79		28.03	15.46	
All Grades	8.65	10.87		63.42	65.91		27.93	23.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.81	19.46		54.62	42.80		24.57	37.74	
Grade 7	15.61	18.51		57.96	48.06		26.43	33.43	
Grade 8	17.63	23.45		48.55	54.14		33.82	22.41	
All Grades	18.09	20.41		53.58	48.53		28.33	31.07	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. Over the past 3 years there has been an increase each year in the percent of students that are Above Standard in Reading.
3. Students did not participate in the 2019-2020 or 2020-2021 CAASP Summative Assessment due to school closures from the COVID-19 Pandemic.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	347	262	284	345	260	0	345	260	0	99.4	99.2	0.0
Grade 7	314	342	324	313	337	0	313	337	0	99.7	98.5	0.0
Grade 8	350	296	294	346	292	0	345	292	0	98.9	98.6	0.0
All Grades	1011	900	902	1004	889	0	1003	889	0	99.3	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2497.	2502.		10.43	12.69		19.13	20.77		34.49	28.08		35.94	38.46	
Grade 7	2499.	2497.		6.71	8.01		18.53	16.91		30.99	33.53		43.77	41.54	
Grade 8	2522.	2532.		13.62	16.44		16.23	18.49		26.96	25.00		43.19	40.07	
All Grades	N/A	N/A	N/A	10.37	12.15		17.95	18.56		30.81	29.13		40.88	40.16	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.68	23.85		37.68	31.92		44.64	44.23	
Grade 7	15.43	13.35		33.12	35.91		51.45	50.74	
Grade 8	24.06	23.29		28.70	32.19		47.25	44.52	
All Grades	19.18	19.69		33.17	33.52		47.65	46.79	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.57	13.46		50.72	44.62		39.71	41.92	
Grade 7	9.62	10.39		49.68	50.74		40.71	38.87	
Grade 8	12.17	11.64		48.41	47.26		39.42	41.10	
All Grades	10.48	11.70		49.60	47.81		39.92	40.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	11.01	12.31		45.51	46.92		43.48	40.77	
Grade 7	9.00	7.12		54.98	59.35		36.01	33.53	
Grade 8	13.04	16.10		52.75	56.85		34.20	27.05	
All Grades	11.09	11.59		50.95	54.89		37.96	33.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 2019 Data indicates 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. 2019 Data indicates the percentage of 8th grade students that received standard exceeded increased by 9% from scores those same students received as 7th graders. In the Communicating Reasoning section we saw an overall increase by 4% of students At or Near Standard from the previous school year.
3. Students did not participate in the 2019-2020 or 2020-2021 CAASP Summative Assessment due to school closures from the COVID-19 Pandemic.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1534.6	1521.7	1520.5	1534.4	1519.2	1524.7	1534.3	1523.7	1515.7	112	76	69
7	1533.1	1529.7	1530.3	1526.0	1525.3	1541.4	1539.6	1533.7	1518.8	76	81	82
8	1558.4	1532.6	1524.2	1547.8	1528.0	1527.6	1568.5	1536.6	1520.3	81	67	68
All Grades										269	224	219

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	34.82	14.47	17.65	36.61	32.89	33.82	19.64	42.11	32.35	*	10.53	16.18	112	76	68
7	30.26	14.81	23.46	38.16	37.04	29.63	28.95	39.51	32.10	*	8.64	14.81	76	81	81
8	55.56	16.42	10.29	32.10	37.31	41.18	*	37.31	32.35	*	8.96	16.18	81	67	68
All Grades	39.78	15.18	17.51	35.69	35.71	34.56	18.22	39.73	32.26	6.32	9.38	15.67	269	224	217

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	52.68	32.89	29.41	35.71	38.16	41.18	*	21.05	19.12	*	7.89	10.29	112	76	68
7	47.37	28.40	37.04	40.79	41.98	38.27	*	22.22	16.05	*	7.41	8.64	76	81	81
8	62.96	26.87	22.06	28.40	46.27	44.12	*	14.93	17.65	*	11.94	16.18	81	67	68
All Grades	54.28	29.46	29.95	34.94	41.96	41.01	8.18	19.64	17.51	*	8.93	11.52	269	224	217

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	25.89	2.63	1.47	19.64	27.63	20.59	22.32	44.74	41.18	32.14	25.00	36.76	112	76	68
7	25.00	6.17	7.41	17.11	22.22	16.05	31.58	48.15	38.27	26.32	23.46	38.27	76	81	81
8	48.15	2.99	2.94	23.46	29.85	17.65	17.28	46.27	48.53	*	20.90	30.88	81	67	68
All Grades	32.34	4.02	4.15	20.07	26.34	17.97	23.42	46.43	42.40	24.16	23.21	35.48	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	40.18	25.00	17.65	49.11	56.58	61.76	10.71	18.42	20.59	112	76	68
7	30.26	7.41	8.75	60.53	67.90	66.25	*	24.69	25.00	76	81	80
8	48.15	7.46	10.29	48.15	68.66	67.65	*	23.88	22.06	81	67	68
All Grades	39.78	13.39	12.04	52.04	64.29	65.28	8.18	22.32	22.69	269	224	216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	72.32	47.37	53.85	25.89	43.42	40.00	*	9.21	6.15	112	76	65
7	69.74	59.26	77.03	27.63	33.33	16.22	*	7.41	6.76	76	81	74
8	77.78	58.21	48.94	19.75	31.34	42.55	*	10.45	8.51	81	67	47
All Grades	73.23	54.91	61.83	24.54	36.16	31.18	*	8.93	6.99	269	224	186

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	27.68	5.26	10.29	24.11	44.74	30.88	48.21	50.00	58.82	112	76	68
7	26.32	11.11	12.35	23.68	41.98	22.22	50.00	46.91	65.43	76	81	81
8	45.68	11.94	10.29	24.69	40.30	30.88	29.63	47.76	58.82	81	67	68
All Grades	32.71	9.38	11.06	24.16	42.41	27.65	43.12	48.21	61.29	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	9.82	18.42	5.88	79.46	71.05	85.29	10.71	10.53	8.82	112	76	68
7	21.05	1.23	6.17	75.00	90.12	74.07	*	8.64	19.75	76	81	81
8	34.57	1.49	0.00	61.73	88.06	86.76	*	10.45	13.24	81	67	68
All Grades	20.45	7.14	4.15	72.86	83.04	81.57	6.69	9.82	14.29	269	224	217

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 2020-2021 Data indicates 52.7% of all English learners are a level 3 or 4 overall in English language development.
2. Oral Language is stronger than Written Language with 70.96% of all students scoring a level 3 or 4 in Oral Language compared to 22.12% 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 61.29% of all students scoring at the "beginning" level. A decline in scores has been noticed over the past two years due to school closures and increased absences due to the COVID Pandemic.

# School and Student Performance Data

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	890	856	96.18	3.82	35.98
Female	419	405	96.66	3.34	43.21
Male	468	450	96.15	3.85	29.33
American Indian or Alaska Native	4	4	--	--	--
Asian	26	24	92.31	7.69	62.5
Black or African American	40	38	95	5	31.58
Filipino	16	16	100		75
Hispanic or Latino	716	692	96.65	3.35	33.24
Native Hawaiian or Pacific Islander	10	10	--	--	--
Two or More Races	4	4	--	--	--
White	70	66	94.29	5.71	45.45
English Learners	219	207	94.52	5.48	9.18
Foster Youth	8	7	--	--	--
Homeless	38	36	94.74	5.26	36.11
Socioeconomically Disadvantaged	698	670	95.99	4.01	31.79
Students with Disabilities	126	119	94.44	5.56	5.04

### Conclusions based on this data:

1. The ELA iReady Diagnostic Data indicates that 35.98% of all students are 'At or Above Grade Level'.
2. Student groups with the lowest percent of student "At or Above Grade Level" were Male Students with 29.33%; Black or African American students with 31.58%; English Learners with 9.18%; and Students with Disabilities with 5.04%
3. Increased interventions and supports are needed for our lowest scoring student groups to increase ELA iReady scores.

# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	890	856	96.18	3.82	16.71
Female	419	404	96.42	3.58	18.56
Male	468	451	96.37	3.63	14.86
American Indian or Alaska Native	4	4	--	--	--
Asian	26	24	92.31	7.69	45.83
Black or African American	40	37	92.5	7.5	10.81
Filipino	16	16	100		56.25
Hispanic or Latino	716	693	96.79	3.21	14.72
Native Hawaiian or Pacific Islander	10	10	--	--	--
Two or More Races	4	4	--	--	--
White	70	66	94.29	5.71	19.7
English Learners	219	207	94.52	5.48	3.38
Foster Youth	8	7	--	--	--
Homeless	38	37	97.37	2.63	21.62
Socioeconomically Disadvantaged	698	672	96.28	3.72	15.33
Students with Disabilities	126	117	92.86	7.14	2.56

### Conclusions based on this data:

1. The Math iReady Diagnostic Data indicates that 16.71% of all students are 'At or Above Grade Level'.
2. Student groups with the lowest percent of student "At or Above Grade Level" were Male Students with 14.86%; Black or African American students with 10.81%; English Learners with 3.38%; and Students with Disabilities with 2.56%
3. iReady Diagnostic scores are significantly lower in Math than ELA. Increased interventions and supports are needed for our lowest scoring student groups to increase Math iReady scores.

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
890	78.3	27.4	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	27.4
Foster Youth	8	0.9
Homeless	35	3.9
Socioeconomically Disadvantaged	697	78.3
Students with Disabilities	123	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	4.5
American Indian or Alaska Native	5	0.6
Asian	26	2.9
Filipino	16	1.8
Hispanic	718	80.7
Two or More Races	4	0.4
Native Hawaiian or Pacific Islander	10	1.1
White	70	7.9



**Conclusions based on this data:**

- 1. Arizona Middle School has a diverse population of students.
- 2. Approximately 78.3% 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Orange

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. 2019 Data indicates the Overall Performance for Mathematics has improved over the past 2 years.
2. 2019 Data indicates the Overall Performance for English Language Arts has slightly improved over the past 2 years.
3. 2019 Data indicates 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

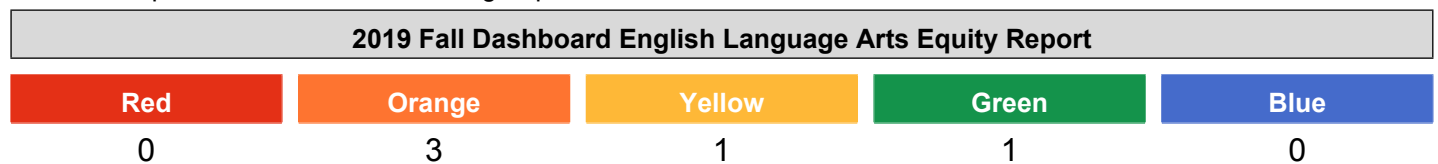
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		 Yellow		 No Performance Color	
30.5 points below standard		44.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++3.9 points		Increased ++4.3 points		4	
853		397			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Orange		 Orange	
39.5 points below standard		37.4 points below standard		107.7 points below standard	
Increased Significantly ++28.4 points		Maintained ++2.6 points		Increased Significantly ++28.2 points	
29		725		127	

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

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

<b>Current English Learner</b> 104 points below standard Declined -4.9 points 204	<b>Reclassified English Learners</b> 18.7 points above standard Maintained ++1.5 points 193	<b>English Only</b> 28.2 points below standard Maintained ++0.1 points 400
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#### Conclusions based on this data:

- 2019 Data indicates the English Language Arts Performance for All Students increased by 3.9 points from the previous year with 30.5 points below standard.
- 2019 Data indicates 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.
- 2019 Data indicates 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

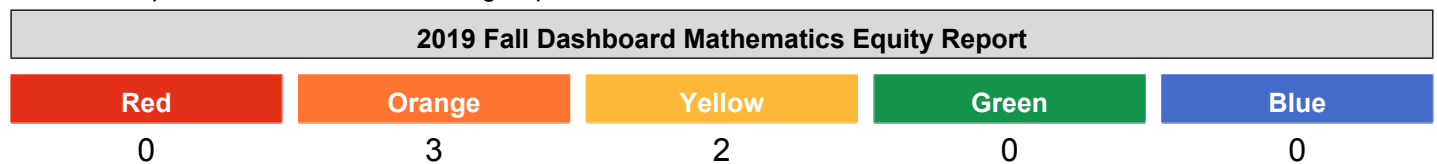
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
<b>All Students</b>  Orange 56.1 points below standard Maintained ++1.7 points 852	<b>English Learners</b>  Yellow 71.8 points below standard Increased ++3.1 points 396	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color 45.8 points below standard Increased Significantly ++28.8 points 29	<b>Socioeconomically Disadvantaged</b>  Orange 62.1 points below standard Maintained ++0.8 points 724	<b>Students with Disabilities</b>  Orange 154.6 points below standard Increased ++13.8 points 127

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

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

<b>Current English Learner</b> 129.2 points below standard Declined -5.7 points 203	<b>Reclassified English Learners</b> 11.4 points below standard Maintained ++0.2 points 193	<b>English Only</b> 54.2 points below standard Declined -3.6 points 400
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#### Conclusions based on this data:

- 2019 Data indicates 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.
- 2019 Data indicates 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.
- 2019 Data indicates 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

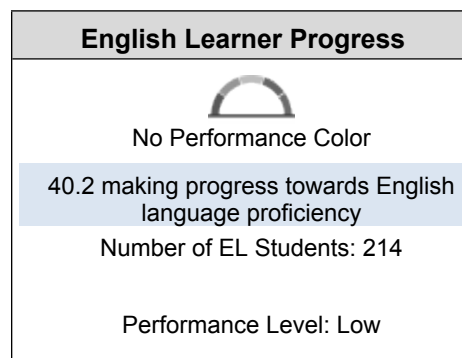
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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



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

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

#### Conclusions based on this data:

- 2019 Data indicates that the Chronic Absenteeism Dashboard shows that 12.1% of all students were Chronically Absent from school; which was maintained from the previous year.
- 2019 Data indicates 23.8% of Homeless students were chronically absent; which was an increase of 8.2%.
- 2019 Data indicates 26.5% of African American's were chronically absent ; which was an increase of 2%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

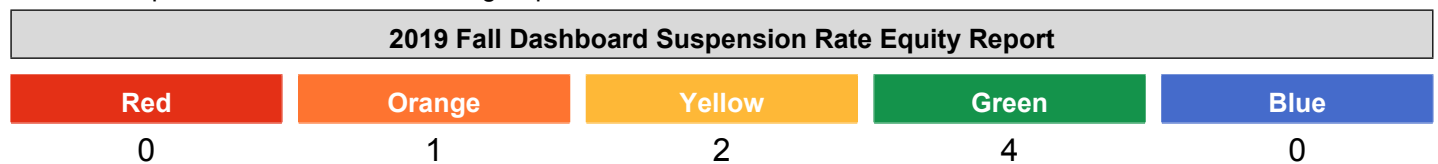
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

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

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

- 2019 Data indicates that the Dashboard shows that 5.5% of students were suspended at least once during the school year; which is an decrease of 2.6%.
- 2019 Data indicates that the Dashboard shows that each African American students had a decrease in suspensions by 6.7%.
- 2019 Data indicates 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 CAASP 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:

The Spring iReady Math Diagnostic Assessment Results indicated that 45% of Arizona students identified as in need of Tier 3 interventions. The Spring iReady Reading Diagnostic Assessment Results indicated that 53% 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 5% in both Math and English Language Arts.

### Local Measure:

By June of 2023, 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. \* 2021-2022 school year data, 90.5% of 8th graders met promotion requirements, 75.4% of 7th graders met promotion requirements, and 91.5% of 6th graders met promotion requirements.

### 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 and History Goal is that at least 75% of students will score a C or higher on the mid-term exam given in December 2022 and final exams given in May 2023.

### ELL State Measure:

Arizona Middle School's English Language Learner goal for 2022-2023 is that 35% 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 2023, a minimum of 25% of the EL students will reclassify as fluent English proficient. 2022 Data shows that 19% of EL students reclassified as fluent English proficient.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss A-G Requirements, College Readiness, 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 2021-2022 school year, 90.5% of 8th graders met promotion requirements, 77.4% of 7th graders met promotion requirements, and 91.5% of 6th graders met promotion requirements. 2019-2020	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level. 2022 Data shows that 19% of EL students reclassified as fluent English proficient; 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>Administration will meet with all grade level departments following every 6 week grading period. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.</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)
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**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**

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)
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0	LCFF-LI 4000-4999: Books And Supplies
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**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**

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)
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14,760	LCFF-LI 4000-4999: Books And Supplies
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**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)

5000

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

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. 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)
8,255.00	LCFF-LI 5800: Professional/Consulting Services And 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.

**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)
<b>Strategy/Activity 8</b>	
<b>Students to be Served by this Strategy/Activity</b>	
(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)

8,000

Source(s)

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)

0

Source(s)

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)

10,000

Source(s)

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)

6,300

Source(s)

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)

0

Source(s)

Title I  
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)

4035.00

Source(s)

LCFF-EL  
2000-2999: Classified 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.

**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 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)

0

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)

# Annual Review

## SPSA Year Reviewed: 2021-22

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 implementation of the strategies listed above improved the number of students that met the district promotion requirements of 2.0 GPA and no failing F Grades in ELA, Math, Science, or History.

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

During the 2021-2022 School year we were not able to send as many teachers to professional development trainings as originally intended due to COVID Restrictions.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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 85% of classroom teachers trained in AVID WICOR Strategies by the end of the 2022-2023 school year. Currently 82% of Arizona teachers are trained in AVID WICOR Strategies.

Local Measure:

Increase student and parent workshops/trainings to assist parents/students with A-G Requirements, High School Preparation, College Preparation, Student Grade Support, Aeries Support, Google Classroom Support, Social-Emotional Support, etc.

Local Measure:

By June 2023 100% of AVID trained teacher will be consistently using WICOR strategies in their classrooms.

Local Measure:

By June of 2023, 95% of 7th grade and 8th grade students will have taken a mock pre-collegiate preparation exam.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss A-G Requirements, College Readiness, 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 82% 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 2023 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)

0

Source(s)

LCFF-EL  
None Specified

### **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)

## 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)
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**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: 2021-22

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 implementation of the strategies listed above improved the number of teachers that were AVID Training during the 2021-2022 School Year.

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

During the 2021-2022 School year we were not able to have as many parent workshops/trainings as originally intended due to COVID Restrictions.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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 2023, 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 2023, parent involvement will increase by adding at least 1 parent event per month. Which includes parenting on campus events such as: back-to-school night, parent conferences, parent lunches, etc. Additionally, parent workshops/trainings will be scheduled to assist parents with A-G Requirements, College Preparation, High School Transition, Student Grade Support, Aeries Support, Google Classroom Support, Social-Emotional Support, etc.

## Identified Need(s)

Arizona Middle School will focus on improving CAASPP and iReady scores for all students by having each subject 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/Practices CAASPP Assessments for ELA, Math, Science; and Common Assessments for Science and History. The teachers will also collaborate on a common pacing guide and monitor that guide throughout the school year to allow additional time to revisit misunderstood concepts.

To increase both student grades and improve CAASPP/iReady Scores: 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. Additionally, teachers will individually tutor/mentor selected underperforming students

To increase EL Reclassification Rates and improve ELPAC Scores, BIA's will provide before and/or after school tutoring to ELL Students. Additionally, Professional Development will be provided to Teachers on strategies to assist ELL Students.

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.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly ADA reports and District Chronic Absent reports to monitor attendance. Monthly review of discipline data to include AERIES Analytics dashboard. Suspension and expulsion data from district and California School Dashboard 5x5 grid. Number of parent events/workshops currently held.	2019 Data indicates that 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%. Arizona Middle School's suspension rate in the California Dashboard is at 5.5 percent. 8 Parent events were held during the 2019-2020 school year.	Monthly ADA is charted and presented to parent groups (i.e. ELAC, SSC) and addressed at staff meetings. 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. Comparison of annual suspension and expulsion findings from Students Services will be addressed at all Staff Meetings and Parent Meetings. Number of parent events/workshops will be increased and compared by previous years.

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)

2,000

Source(s)

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)

School Plan for Student Achievement (SPSA)

Source(s)

Page 67 of 81 Arizona Middle School - Parent Involvement Policy & School-Parent Compact

3600

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  
5800: Professional/Consulting Services And 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**

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)

2,000

Source(s)

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)
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**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)
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**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)
5840	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 improve practices and procedures to decrease Chronic Absenteeism, increase student engagement and involvement, reduce Suspension rates, work on PBIS Strategies, increase parent involvement. 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)

3,500

Source(s)

LCFF-LI  
5800: Professional/Consulting Services And  
Operating Expenditures

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 School year it was difficult to implement the strategies listed above and monitor the overall effectiveness of those strategies because a large number of students were absent from school due to the COVID 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.

During the 2021-2022 School year we were not able to have as many parent engagement activities as we originally intended due to the COVID Pandemic.

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.

Any changes that will be made to these goals will be discussed and approved by SSC, ELPA, Teacher Groups, and/or Parent Groups. These changes will only be made based on data received from final 2021-2022 CAASPP Scores, ELPA Scores, iReady Diagnostic Results; with support/recommendations made by SSC, ELPAC, Teacher Groups, Parent Groups, and/or students. Those changes will be found in the goals section of 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	\$202,325.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,245.00

## 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	\$30,640.00

Subtotal of additional federal funds included for this school: \$30,640.00

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	\$20,635.00
LCFF-LI	\$34,515.00

Subtotal of state or local funds included for this school: \$88,605.00

Total of federal, state, and/or local funds for this school: \$119,245.00

# 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	20,635.00	0.00
LCFF-LI	34,515.00	0.00
Title I	30,640.00	0.00
AVID	31,455.00	0.00
Attendance	2,000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	2,000.00
AVID	31,455.00
LCFF-EL	20,635.00
LCFF-LI	34,515.00
Title I	30,640.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	25,440.00
2000-2999: Classified Personnel Salaries	36,490.00
4000-4999: Books And Supplies	30,260.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,755.00
7000-7439: Other Outgo	6,300.00
None Specified	0.00

## 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	3,600.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,035.00
4000-4999: Books And Supplies	LCFF-EL	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	2,000.00
None Specified	LCFF-EL	0.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	8,000.00
4000-4999: Books And Supplies	LCFF-LI	14,760.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	11,755.00
1000-1999: Certificated Personnel Salaries	Title I	13,840.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
7000-7439: Other Outgo	Title I	6,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,350.00
Goal 2	34,955.00
Goal 3	19,940.00

# 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

Katie Gutierrez, Julie Mitchell, Johanna Newman, Ujima Thompson: Classroom Teachers

Desere Mergil: Other School Staff

Breanne Acosta, Suzanne Guidero, Quinn Hickman: Parent or Community Members

Yaquelin Lopez Torres, Scarlett Valenzuela, Adriana Zagal: Secondary Students

Name of Members	Role
Jeffrey Diulio	Principal
Katie Gutierrez	Classroom Teacher
Julie Mitchell	Classroom Teacher
Johanna Newman	Classroom Teacher
Ujima Thompson	Classroom Teacher
Desere Mergil	Other School Staff
Breanne Acosta	Parent or Community Member
Suzanne Guidero	Parent or Community Member
Quinn Hickman	Parent or Community Member
Yaqueline Lopez Torres	Secondary Student
Scarlett Valenzuela	Secondary Student
Adriana Zagal	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: Teacher Leadership 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 05/16/22.

Attested:

	Principal, Jeffrey Diulio on 05/16/2022
	SSC Chairperson, Desere Mergil on 05/16/2022

## 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 Site Council Agenda**  
**May 16, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**Introductory Procedure**

1. Call to Order- Mergil called the meeting to order at 3:35.
2. Establishment of Quorum- A quorum was established with 9 members present: Jeffrey Diulio, Desere Mergil, Julie Mitchell, Johanna Newman, Quinn Hickman, Katie Gutierrez, Suzanne Guidero, Ujima Thompson, Breanne Acosta.
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from April 27<sup>th</sup>, 2022-The minutes were motioned/seconded/carried to approve as presented. (Mitchell/Hickman) (8-0-0)
2. Approve site budgets for 2022-2023- The budget went up in some areas because our enrollment went up. It was motioned/seconded/carried to approve as presented. (Gutierrez/Mitchell) (9-0-0)
3. Approve participation in Title 1 Program for 2022-2023- We qualify for Title 1 as a school and will get funding for that participation. It was motioned/seconded/carried to approve as presented. (Guidero/Hickman) (9-0-0)
4. Approve the 2022-2023 School Plan for Student Achievement (SPSA)- It goes over our goals for next year and tentatively where we would want to spend money. It goes over our different programs. Mr. Diulio went over the results of the California Healthy Kids, Parents, and Staff Survey, enrollment data, student performance data, and our goals. It was motioned/seconded/carried to approve as presented. (Mitchell/Acosta) (9-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source-We reviewed the budgets that we have gone over at every meeting this year.
2. SSC Committee Self-Evaluation-Everyone at the meeting filled out the survey.
3. Plan Election Cycle for August, 2022
  - a. Beginning of August: Online Nominations sent to each group (with SSC Meeting Dates/Information)
    - i. Teachers, Classified Staff, Parents, and Students
  - b. End of August: Online Ballots will be sent to each group with the names of individuals nominated from each group.
  - c. September: 1<sup>st</sup> SSC Meeting
4. School Plan for Student Achievement (SPSA)-We went over this in the action items.
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)-The ELAC group went over the goals and the ELAC group really appreciated the tutoring that was offered this year.
  - District Parent Advisory Committee (PAC)-There wasn't a meeting that we were informed of this month.
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)- Teachers were reaching out to parents of students who were in danger of receiving a D or F.
  - Parent and Family Involvement Opportunities- Parents were invited to come and eat lunch with their children. There was a very big turnout. We will hopefully be able to these more next year.
  - Interventions- We are looking at our iReady scores to make our intervention classes for the next school year. We will also do a big push at the end of the year for students to get their grades up.
7. Principal's Report- Mr. Diulio thanked everyone for being here today and throughout the year.

**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.*

**V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2022.
3. Adjournment: Action Item-Meeting was motioned/seconded to adjourn at 4:34 p.m. (Hickman/Mitchell) (9-0-0)

**Arizona Middle School**  
**School Site Council Minutes**  
**April 27, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**I. Introductory Procedure**

1. Call to Order- Mergil called the meeting to order at 3:40.
2. Establishment of Quorum- A quorum was established with 7 members present: Jeffrey Diulio, Desere Mergil, Julie Mitchell, Johanna Newman, Ujima Thompson, Suzanne Guidero, Katie Gutierrez.
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from February 24<sup>th</sup> 2022. Corrections: Change 'Agenda' to 'Minutes' on heading. Make sure the dollar signs are consistent. Change the date for the next SSC Meeting. The minutes were motioned/seconded/carried to approve. (Thompson/Mitchell) (7-0-0)
2. Approve Title I School Compact- We have already reviewed this a couple times in past meetings. It was motioned/seconded/carried to approve as presented. (Newman/Thompson) (7-0-0)
3. Approve Title I Site Parent Involvement Policy- It goes over how we can involve families. We will get to have parents on campus this year to eat lunch with their child in May. It was motioned/seconded/carried to approve as presented. (Mitchell/Guidero) (7-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source-We looked at the current budget reports. Planners were ordered for next year. We were able to get the wireless headphones, supplies, and curriculum with our EL funds. Teachers are still mentoring and tutoring and the Title I funds are being used for that.
2. Training Topics:
  - 2022-2023 Preliminary Budget-The budget is a little bit lower for next year because our projections for how many students we will have for the next school year are lower.
3. School Plan for Student Achievement (SPSA)
  - Current Non Promote Numbers-We went over the current non promote numbers per grade.
  - Draft 2022-2023 SPSA Goals – We reviewed the goals. Many were left the same because we still had an abnormal year with attendance. Next year we will have more data we can look at that is current. We also looked at the strategies and funding to support reaching our goals.
  - Review Draft 2022-2023 SPSA
4. Local Control and Accountability Plan – They had meetings at the district level and made goals for the district. Small groups discussed those goals in the meetings.
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) – They discussed some of the end of the year items and got budget approval for many of the items we have been discussing in SSC. They also had a presentation about some of the high school requirements.
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers) – We had a PD item yesterday that Ms. Inae presented on about how teachers and paraprofessionals work together. There was also a training on state testing.
  - Parent and Family Involvement Opportunities – On May 13<sup>th</sup> parents are invited to eat lunch with their students. On May 24<sup>th</sup> is the 8<sup>th</sup> grade promotion.
  - Interventions – We are continuing with tutoring before and after school. Tutoring has been very full.
7. Principal's Report – Mr. Diulio thanked everyone for coming.

**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.*

**V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Tuesday, May 17<sup>th</sup> at 3:30pm
3. Adjournment: Meeting was motioned/seconded to adjourn at 4:30 p.m. (Mitchell/Newman) (7-0-0)

**Arizona Middle School**  
**School Site Council Agenda**  
**February 24, 2022: Time: 3:30pm**  
**Meeting Location: Google Meet: [meet.google.com/sgx-wuzw-afc](https://meet.google.com/sgx-wuzw-afc)**

**I. Introductory Procedure**

1. Call to Order: Mergil called the meeting to order at 3:35.
2. Establishment of Quorum- A quorum was established with 8 members present: Suzanne Guidero, Katherine Gutierrez, Desere Mergil, Jeffrey Diulio, Johanna Newman, Julie Mitchell, Quinn Hickman, and Ujima Thompson
3. Pledge of Allegiance was completed.
4. Welcome and Introductions by Mr. Diulio.

**II. Action Items**

1. Approve SSC Meeting Minutes from January 26<sup>th</sup> 2022. The minutes were motioned/seconded/carried to approve as presented. (Newman/Hickman) (8-0-0)
2. Approve Categorical Expenditures for:
  1. LCFF-LI – 8 ELMO Projector Units for instructional use in Core and Elective Classrooms. NTE 4,000 Teachers use these to assist with instruction. After discussion, it was motioned/seconded/carried to approve. (Thompson/Guidero) (8-0-0)
  2. LCFF-LI – Student Headphones to be used in classrooms to assist with instructional use and computer learning programs. NTE 4,000 Every classroom will have about 10 headphones for students to use. After discussion, it was motioned/seconded/carried to approve. (Mitchell/Guidero) (8-0-0)
  3. LCFF-LI – 10 Printers for instructional use in Core and Elective Classrooms. NTE 4,000 These will be used in the classrooms and in the library for students. After discussion, it was motioned/seconded/carried to approve. (Hickman/Newman) (8-0-0)
  4. LCFF-LI - Certificated Additional Summer Hours for Planning. Core Academic Subject teachers will meet as grade levels and departments during the summer to analyze data from the previous school year and to create plans to improve student achievement. NTE \$10,000 & NTE 8 hours per teacher and NTE 175 total hours. This has been going on the last few years and has been very beneficial for the teachers. After discussion, it was motioned/seconded/carried to approve. (Newman/Mitchell) (8-0-0)
  5. LCFF-EL – Student Curriculum, Supplies, and Materials to assist English Learners in all subjects. NTE 9,000 This will be used for welcome pack supplies for EL students. Also, this would help to buy curriculum for our AALD/ELD classes. After discussion, it was motioned/seconded/carried to approve. (Thompson/Hickman) (8-0-0)
  6. LCFF-EL – Wireless Interpretation Headphones to assist with translation in Parent Meetings and Classrooms. NTE 8,000 This would help us to have a set of 20 at our school available at all times. After discussion, it was motioned/seconded/carried to approve. (Mitchell/Guidero) (8-0-0)

**III. Discussion/Information**

1. Budget Reports by Funding Source – Mr. Diulio showed us the current and updated summary of the 21/22 budgets.
2. Training Topics:
  - Local Control and Accountability Plan – We looked at the California Dashboard. We focused on our district's data from 2019.
  - Review School Safety Plan – We approved the safety plan last month. All the students watched a video to review what to do if there was an active shooter on campus this past month.
  - Review School Compact and Site Parent Involvement Policy – This outlines different ways parents can be involved. Hopefully with Covid numbers decreasing, we can do more parent activities soon. Parent conferences will be in March. The policy goes over the different responsibilities of all the stakeholders.
3. School Plan for Student Achievement (SPSA) – Mr. Diulio went over the iReady data and how the students have improved this year.
4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC) – They looked at the budget and how the funds can be spent. They also had someone from the district come to talk about graduation requirements.
  - Action Team for Partnership (ATP) – No updates right now.
  - District Parent Advisory Committee (PAC) – No updates right now.
5. Program Reports
- Professional Development Opportunities (Paraprofessionals, Teachers) – Department/Grade Levels met to plan for the remainder of the year.
  - Parent and Family Involvement Opportunities – There will be gardening workshops in March, April, and May. Parents/families can pick up the materials and then attend the meetings.
  - Interventions – Mentor program will be starting with 45 students. Teachers will be working with them goal setting, tutoring, and making up missing assignments. There is tutoring every morning from 7:30-8:30 and then there is also after school tutoring multiple days a week.
6. Principal's Report – Mr. Diulio thanked everyone for coming and participating.

#### **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.*

#### **V. Adjournment**

1. Agenda building for next meeting.
2. The next SSC meeting is scheduled for Wednesday, March 23<sup>rd</sup> at 3:30p.m.
3. Adjournment: Meeting was motioned/seconded to adjourn at 4:28 p.m. (Hickman/Newman) (7-0-0)





Alvord Unified School District  
**Arizona Middle School**  
English Learners Advisory Committee

May 13, 2022  
9:30A.M. Virtual  
Virtual Meeting online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/2479219992?pwd=ajVpL3RIWTdmcEVYV3RScHpITnBKQT09>

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# Minutes

- I. Introductory Procedures
  - a. Call to Order: Meeting was called to order at 9:40am by Mr. Rodolfo Martinez
  - b. Welcome/Sign-in: Mr. Martinez welcomed members; Claudia Orozco, Mr. Jeffrey Diulio, and Ms. Nayeli Martinez
  - c. Pledge of Allegiance: Mr Martinez led the pledge of allegiance
- II. SPSA Goals Specific to ELLs (Mr. Diulio Discussed in detail the following goals)
  - i. 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..
  - ii. Arizona Middle School's English Language Learner goal for 2022-2023 is that 35% 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.
  - iii. By June of 2023, a minimum of 25% of the EL students will reclassify as fluent English proficient.
- III. Strategies to meet those goals
  - i. EL Facilitator
  - ii. EL Translation Services
  - iii. EL Child Care Services
  - iv. EL Digital or Physical Materials to support students
  - v. Teacher Professional Development on how to support EL Students in the classroom.
  - vi. CABE Conference for ELAC Parents, Teachers, and Staff
  - vii. EL Library Books to build the library and increase student interest in reading.
  - viii. EL Student Tutoring
  - ix. Family Engagement Activities Organized on a monthly basis by PTA, SSC, ELAC, etc.
  - x. Parent Meetings with Counselors for parents & Students that have low grades, Chronic Absenteeism, Discipline, etc.
  - xi. Setup Individual goals with students
  - xii. Mentor Program
- IV. Advisory session (During this section of the meeting, the conversation was opened up to the group to contribute ideas about how we could add to or adjust the strategies to meet the EL goals.
  - i. Ms. Claudia discussed how there are local agencies that are interested in supplementing recognition opportunities for students who reclassify. She thought this would help to motivate EL students into putting effort into reclassification.
  - ii. Mr. Martinez discussed how it might be advantageous to find people who have overcome language barriers and include them as guest speakers.
- V. Adjournment Mr. Martinez made a motion to close the meeting at 10:10am.
  - a. Next Meeting: September, 2022

b. Time and place: TBD



Alvord Unified School District  
**Arizona Middle School**  
English Learners Advisory Committee

March 16, 2022  
9:30A.M. Virtual  
Virtual Meeting online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/2479219992?pwd=ajVpL3RIWTdmcEVYV3RScHpITnBKQT09>

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# Minutes

- I. Introductory Procedures
  - a. Call to Order: Meeting was called to order at 9:35am by Mr. Rodolfo Martinez
  - b. Welcome/Sign-in: Mr. Martinez welcomed members; Veronica Vital, Victoria Medina and Guests, Daisy Valdez, Kristin Inae, Carlos Garcia, Ms. Martinez
  - c. Pledge of Allegiance: Mr Martinez led the pledge of allegiance
- II. Needs Assessment Training:
  - a. Ms. Kristin. Inae provided training on Common Core strategies and state testing.
    - i. Topics covered included CA State testing around:
      1. Math
      2. History
      3. Science
      4. English
      5. ELPAC
    - ii. Test Examples for speaking, reading, writing were given and discussed.
    - iii. Ms. Inae also covered the state reports that are sent to parents so that they may review student progress in 5th, 8th, and highschool grades.
    - iv. Mrs. Inae answered questions regarding how best to utilize state reports as a tool for intervention. She also explained to parents that links are available on the state website for sample questions as well.
- III. CalFresh - Whole grains
  - a. Guest Speaker Daisy Valdez provided the group an interactive training on the benefits of incorporating whole grain into our daily diets. She asked questions of the members about which grains we tend to include most. She could not finish her presentation so she was invited back to present at the April meeting
- IV. EL Spending Discussion
  - a. Ms. Martinez discussed with the group how our school intends to spend our EL funds. She discussed headphones to assist in translation as well as curriculum supplies. She also discussed other supplies and materials that will be provided to teachers to specifically address EL Students.
  - b. She also said we still have \$1500 remaining in the budget and we continue to seek advice from our members on how best to spend the funds.
- V. Adjournment Mr. Martinez made a motion to close the meeting at 10:36am.
  - a. Next Meeting: April 20, 2022 Time: 9:30 a.m. Virtual Meet

## **Arizona Middle School**

### **Title I**

#### **Parent and Family Involvement Policy**

**2022-2023 to 2023-2024**

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 1<sup>st</sup> and 2<sup>nd</sup> 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**

### **Título I**

#### **Política de Participación de Padres y de Familias**

**2022-2023 & 2023-2024**

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. 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<sup>er</sup> y 2<sup>o</sup> 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).

## 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 2022-2023.

#### 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 2022-2023.

#### 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).





# 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

Loma Vista Middle  
School

33-66977-6098156

April 7, 2022

## 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 that we align 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. We will continually monitor data to monitor student achievement.

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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).

During the 2020-2021 school year we were able to administer the CHKS survey to our 7th grade students. Due to transitioning to in person instruction we targeted 341 students and had 242 respond with a participation rate of 71%. We had 106 students respond that participated in remote learning only while having 136 respond that participated in the Hybrid learning model. Due to COVID school closure we did not administer the CHKS survey. When surveyed on school engagement and supports students reported that high expectations-adults in school were held at 77% and that facilities upkeep was perceived as a priority for 76% of the students. However, students reported that only 20% felt they were engaged in meaningful participation and 35% were maintaining a focus on schoolwork. Of the students surveyed 68% perceived the school as very safe or safe. However, 25% of the students surveyed reported they had experienced harassment or bullying as well as fear of being beaten up. In addition, 9% of those surveyed reported they were currently using alcohol or drugs. The survey was also sent to staff and 31 out of 99 staff members responded for a total of 31%. Support for social emotional learning by staff was identified as an area needing to be addressed as only 34% indicated an average response. As staff transitioned from virtual to in person instruction 31% reported a need to address staff working environment. 78% of staff felt the school was a safe place for students but only 56% reported school was a safe place for staff. Fairness and rule clarity was also identified as an area needing to be addressed with 43%. In order to address student behavior 22% indicate a need to address student readiness to learn. Staff also identified a need to address substance use and mental health. Due to the transition from distance learning to in person we were unable to obtain enough surveys completed by families to provide input. However, during ELAC and informal parent meetings the community has indicated a need to address learning loss due to COVID, substance abuse, and school safety.

## Classroom Observations

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

Site administration conducts regular 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 consider 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 emphasis 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. However, due to COVID restrictions were were limited this past year. 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 which were conducted virtually.

## 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 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 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 are 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. Although we increased student access to technology by providing 1:1 devices and MIFI to ensure internet access at home. How to use technology for student learning is key to daily instruction in order to build student fluency in use of various programs for specific content areas. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.2%	0.2%	0.10%	2	2	1
African American	2.31%	2.2%	3.04%	23	21	30
Asian	1.71%	1.3%	1.32%	17	13	13
Filipino	0.2%	0.4%	0.41%	2	4	4
Hispanic/Latino	88.97%	90.6%	90.26%	887	879	890
Pacific Islander	0.5%	0.3%	0.30%	5	3	3
White	5.52%	4.4%	3.75%	55	43	37
Multiple/No Response	0.6%	0.4%	0.81%	6	4	8
Total Enrollment				997	970	986

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	327	324	320
Grade 7	312	337	335
Grade 8	358	309	331
Total Enrollment	997	970	986

### Conclusions based on this data:

1. Loma Vista enrollment has seen a slight increase in student enrollment.
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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	323	344	299	32.4%	35.5%	30.5%
Fluent English Proficient (FEP)	289	270	12	29.0%	27.8%	0.01%
Reclassified Fluent English Proficient (RFEP)	102	15	304	27.9%	4.6%	31.02%

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	351	293	325	348	292	0	348	292	0	99.1	99.7	0.0
Grade 7	325	349	333	322	344	0	322	344	0	99.1	98.6	0.0
Grade 8	360	329	308	357	323	0	357	323	0	99.2	98.2	0.0
All Grades	1036	971	966	1027	959	0	1027	959	0	99.1	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2488.	2499.		9.20	10.62		26.44	28.08		27.59	28.08		36.78	33.22	
Grade 7	2530.	2519.		8.39	9.59		35.71	29.36		27.33	26.74		28.57	34.30	
Grade 8	2540.	2544.		7.84	7.43		33.05	32.82		31.65	31.27		27.45	28.48	
All Grades	N/A	N/A	N/A	8.47	9.18		31.65	30.14		28.92	28.68		30.96	32.01	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.64	16.78		45.40	43.49		41.95	39.73	
Grade 7	16.46	15.41		48.76	44.19		34.78	40.41	
Grade 8	17.65	18.89		47.62	46.75		34.73	34.37	
All Grades	15.58	17.00		47.22	44.84		37.20	38.16	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.68	10.62		42.36	51.03		44.96	38.36	
Grade 7	17.70	15.41		53.11	51.74		29.19	32.85	
Grade 8	14.29	15.17		49.86	54.18		35.85	30.65	
All Grades	14.81	13.87		48.34	52.35		36.84	33.79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	11.49	9.93		60.34	65.41		28.16	24.66	
Grade 7	7.14	6.98		66.46	66.57		26.40	26.45	
Grade 8	10.64	8.36		69.75	71.52		19.61	20.12	
All Grades	9.83	8.34		65.53	67.88		24.63	23.77	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.54	23.63		54.02	47.26		26.44	29.11	
Grade 7	22.98	22.38		53.42	45.93		23.60	31.69	
Grade 8	23.81	20.12		56.30	52.01		19.89	27.86	
All Grades	22.10	22.00		54.63	48.38		23.27	29.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on prior 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. As we transitioned to in person instruction we have continued to see a need to address writing across content areas.
2. In previous data 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 for CAASPP but based on local assessments we see the continued need to address reading.

3. Based on previous 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 close we do not have current data for the 2019-2020 school year. However, we continue to see this area as an need to address.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	351	293	325	348	293	0	348	293	0	99.1	100	0.0
Grade 7	325	350	334	322	347	0	322	347	0	99.1	99.1	0.0
Grade 8	359	330	308	357	327	0	357	327	0	99.4	99.1	0.0
All Grades	1035	973	967	1027	967	0	1027	967	0	99.2	99.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2467.	2470.		8.33	8.19		11.78	10.92		32.18	31.74		47.70	49.15	
Grade 7	2501.	2486.		8.07	8.07		17.70	13.83		32.30	27.95		41.93	50.14	
Grade 8	2497.	2517.		8.96	10.40		12.89	14.07		23.81	27.83		54.34	47.71	
All Grades	N/A	N/A	N/A	8.47	8.89		14.02	13.03		29.31	29.06		48.20	49.02	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.36	9.56		28.16	29.35		59.48	61.09	
Grade 7	13.66	12.39		29.50	25.36		56.83	62.25	
Grade 8	13.45	14.37		25.77	29.66		60.78	55.96	
All Grades	13.15	12.20		27.75	28.02		59.10	59.77	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.18	8.19		35.34	30.72		57.47	61.09	
Grade 7	10.56	10.66		47.52	38.33		41.93	51.01	
Grade 8	11.76	11.31		49.30	47.09		38.94	41.59	
All Grades	9.83	10.13		44.01	38.99		46.15	50.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	8.62	10.24		38.22	40.27		53.16	49.49	
Grade 7	9.01	8.36		61.49	53.89		29.50	37.75	
Grade 8	11.48	11.93		44.26	51.38		44.26	36.70	
All Grades	9.74	10.13		47.61	48.91		42.65	40.95	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on prior data 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. However, as we returned to in person instruction we see the need to address fluency in mathematics in all grade levels.
2. Based on prior data 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. Based on prior data 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1519.1	1508.4	1524.5	1507.9	1503.2	1523.3	1529.8	1513.2	1525.2	142	105	125
7	1520.5	1539.5	1525.9	1506.4	1535.5	1535.8	1534.2	1543.1	1515.4	102	124	114
8	1527.4	1537.4	1541.5	1511.8	1526.1	1552.0	1542.6	1548.2	1530.4	115	79	93
All Grades										359	308	332

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	23.24	11.43	20.80	39.44	43.81	30.40	26.06	31.43	36.80	11.27	13.33	12.00	142	105	125
7	24.51	23.39	21.05	37.25	44.35	32.46	28.43	22.58	28.07	*	9.68	18.42	102	124	114
8	33.91	17.72	24.73	39.13	39.24	33.33	17.39	31.65	29.03	9.57	11.39	12.90	115	79	93
All Grades	27.02	17.86	21.99	38.72	42.86	31.93	23.96	27.92	31.63	10.31	11.36	14.46	359	308	332

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	35.92	32.38	32.00	38.73	43.81	45.60	16.90	12.38	10.40	8.45	11.43	12.00	142	105	125
7	36.27	39.52	39.47	37.25	39.52	33.33	20.59	12.90	10.53	*	8.06	16.67	102	124	114
8	40.87	30.38	39.78	40.87	36.71	38.71	10.43	21.52	13.98	*	11.39	7.53	115	79	93
All Grades	37.60	34.74	36.75	39.00	40.26	39.46	15.88	14.94	11.45	7.52	10.06	12.35	359	308	332

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	19.72	5.71	7.20	21.13	28.57	17.60	34.51	35.24	48.80	24.65	30.48	26.40	142	105	125
7	24.51	16.13	2.63	26.47	30.65	18.42	22.55	35.48	40.35	26.47	17.74	38.60	102	124	114
8	33.91	13.92	4.30	29.57	31.65	26.88	16.52	34.18	44.09	20.00	20.25	24.73	115	79	93
All Grades	25.63	12.01	4.82	25.35	30.19	20.48	25.35	35.06	44.58	23.68	22.73	30.12	359	308	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	28.87	21.90	13.60	62.68	66.67	68.00	8.45	11.43	18.40	142	105	125
7	39.22	18.55	10.53	53.92	62.10	60.53	*	19.35	28.95	102	124	114
8	46.09	15.19	13.98	47.83	64.56	76.34	*	20.25	9.68	115	79	93
All Grades	37.33	18.83	12.65	55.43	64.29	67.77	7.24	16.88	19.58	359	308	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	49.30	37.14	60.23	42.25	48.57	38.64	8.45	14.29	1.14	142	105	88
7	43.14	65.32	76.12	49.02	26.61	19.40	*	8.06	4.48	102	124	67
8	47.83	43.04	73.47	44.35	40.51	20.41	*	16.46	6.12	115	79	49
All Grades	47.08	50.00	68.63	44.85	37.66	27.94	8.08	12.34	3.43	359	308	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	18.31	6.67	7.20	29.58	37.14	29.60	52.11	56.19	63.20	142	105	125
7	23.53	20.16	8.77	27.45	43.55	28.07	49.02	36.29	63.16	102	124	114
8	36.52	17.72	15.05	26.96	40.51	38.71	36.52	41.77	46.24	115	79	93
All Grades	25.63	14.94	9.94	28.13	40.58	31.63	46.24	44.48	58.43	359	308	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	19.72	21.90	24.00	73.94	65.71	71.20	*	12.38	4.80	142	105	125
7	20.59	12.90	4.39	76.47	77.42	79.82	*	9.68	15.79	102	124	114
8	26.96	5.06	2.17	64.35	86.08	88.04	*	8.86	9.78	115	79	92
All Grades	22.28	13.96	11.18	71.59	75.65	78.85	6.13	10.39	9.97	359	308	331

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. However, based on formative data we see that our EL student population needs additional instructional support to address overall fluency in English as it was impacted due to school closures.
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

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	970	928	95.67	4.33	34.27
Female	470	447	95.11	4.89	40.04
Male	500	481	96.2	3.8	28.9
American Indian or Alaska Native	2	1	--	--	--
Asian	13	13	100		46.15
Black or African American	21	20	95.24	4.76	30
Filipino	3	3	--	--	--
Hispanic or Latino	879	842	95.79	4.21	33.49
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	5	5	--	--	--
White	43	40	93.02	6.98	37.5
English Learners	334	319	95.51	4.49	9.09
Foster Youth	2	2	--	--	--
Homeless	45	38	84.44	15.56	18.42
Socioeconomically Disadvantaged	839	802	95.59	4.41	32.54
Students with Disabilities	163	147	90.18	9.82	8.84

### Conclusions based on this data:

1.

# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	970	934	96.29	3.71	13.38
Female	470	452	96.17	3.83	14.38
Male	500	482	96.4	3.6	12.45
American Indian or Alaska Native	2	1	--	--	--
Asian	13	13	100		15.38
Black or African American	21	20	95.24	4.76	5
Filipino	3	3	--	--	--
Hispanic or Latino	879	847	96.36	3.64	13.7
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	5	5	--	--	--
White	43	41	95.35	4.65	7.32
English Learners	334	322	96.41	3.59	2.8
Foster Youth	2	2	--	--	--
Homeless	45	38	84.44	15.56	10.53
Socioeconomically Disadvantaged	839	807	96.19	3.81	12.89
Students with Disabilities	163	149	91.41	8.59	1.34

### Conclusions based on this data:

1.

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
970	86.0	35.5	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	344	35.5
Foster Youth	2	0.2
Homeless	40	4.1
Socioeconomically Disadvantaged	834	86.0
Students with Disabilities	150	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.2
American Indian or Alaska Native	2	0.2
Asian	13	1.3
Filipino	4	0.4
Hispanic	879	90.6
Two or More Races	4	0.4
Native Hawaiian or Pacific Islander	3	0.3
White	43	4.4



**Conclusions based on this data:**

1. Based on this data Loma Vista experienced a decline in student enrollment in 2018-2019 but had a slight increase in enrollment during the 2021-2022 school year in comparison to 2020-2021.
2. Our student population identified as socioeconomically disadvantaged decreased from 2017-2018 to 2018-2019 and then increased in 2021-2022.
3. Our English Learner student population has continued to decrease.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  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. In addition, we have continued to provide outreach and home visits to determine how to best support our chronic absentee student population.
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 increased our focus on addressing Social Emotional well being.
3. Despite the COVID closure and as we transitioned to in person instruction we 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

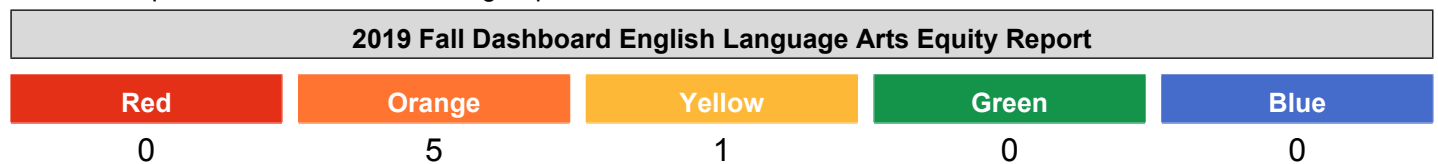
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

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

African American	American Indian	Asian	Filipino
 No Performance Color 48.5 points below standard Increased Significantly ++17.8 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 32.1 points above standard Increased Significantly ++22.4 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.1 points below standard Increased ++3 points 843	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 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	Reclassified English Learners	English Only
97 points below standard Declined -3.6 points 283	24.1 points above standard Declined -6.8 points 249	22.4 points below standard Declined -4.3 points 342

#### Conclusions based on this data:

1. Due to the COVID closure we did not have data for the 2020-2021 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 2020-2021 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 2020-2021 school year. In 2019 our 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

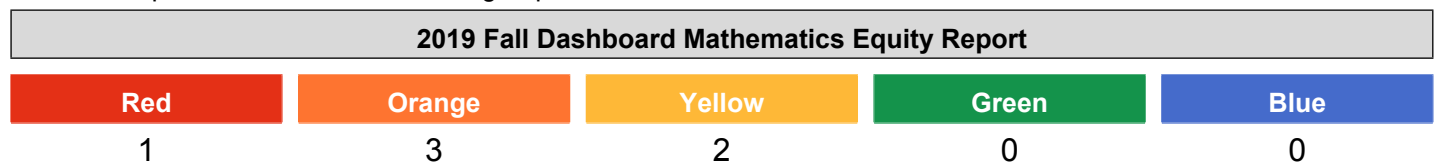
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

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

<b>African American</b>  No Performance Color 123.1 points below standard Declined Significantly -20 points 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 8.4 points above standard Increased Significantly ++20.0 points 15	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 74.7 points below standard Increased ++5.7 points 843	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  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

<b>Current English Learner</b> 139.3 points below standard Maintained -2.3 points 283	<b>Reclassified English Learners</b> 26.2 points below standard Declined -6.5 points 249	<b>English Only</b> 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 2020-2021 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 2020-2021 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 2020-2021 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

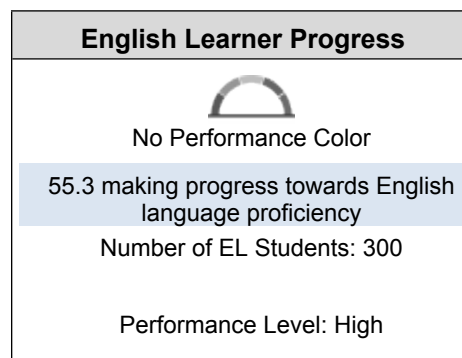
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 2020-2021 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 2020-2021 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 2020-2021 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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		



Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

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

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

#### Conclusions based on this data:

1. Based on prior data our homeless population increased in chronic absenteeism.
2. Based on prior data our Hispanic student population continued to experienced a slight increase in chronic absenteeism.
3. Based on prior data the majority of our target student population declined in chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

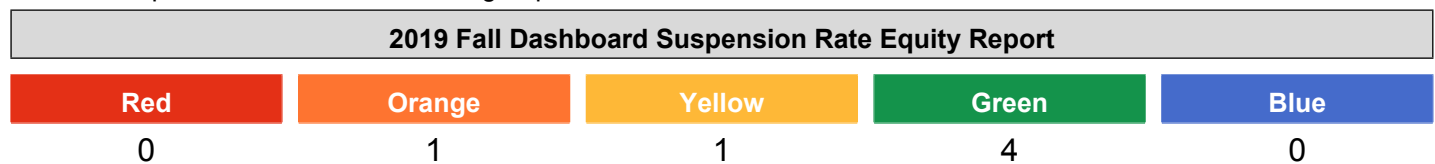
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

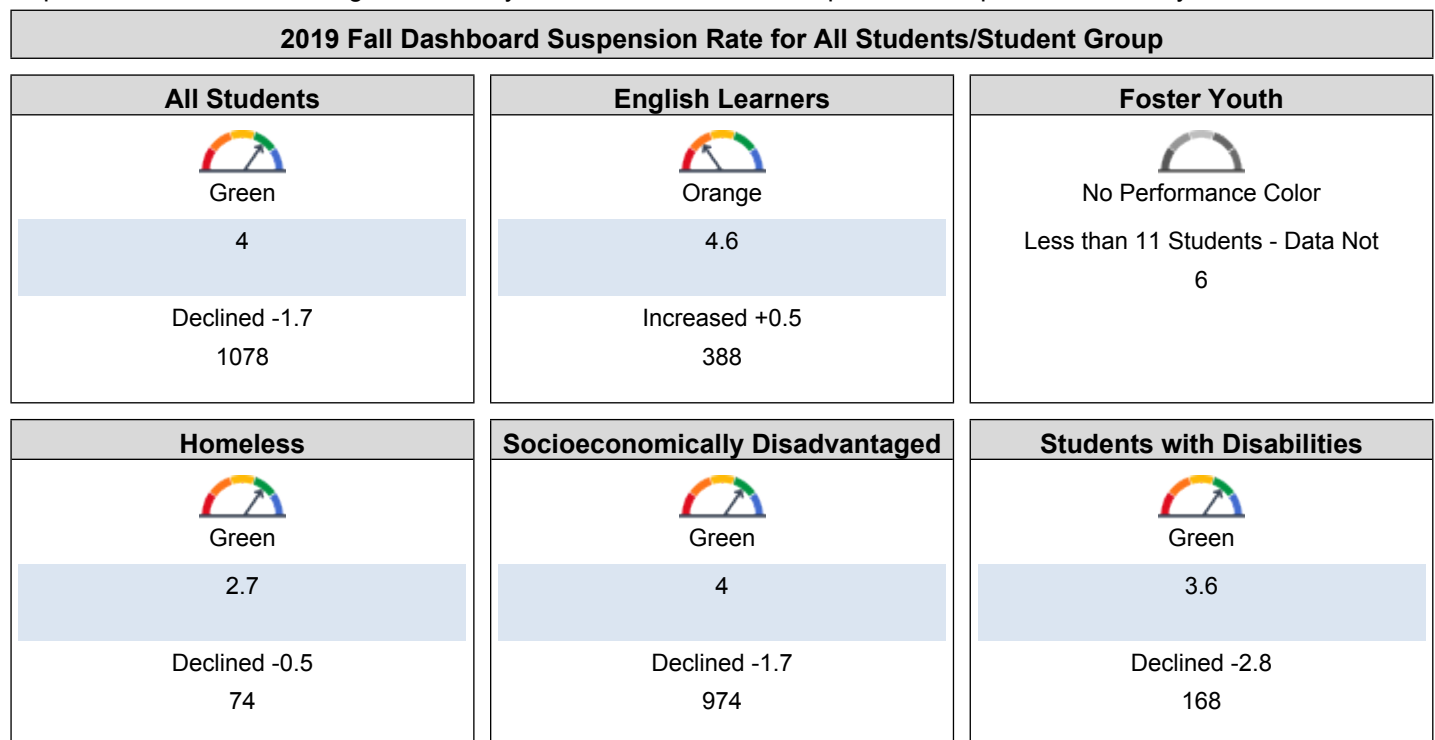
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

<b>African American</b>  No Performance Color 8 Increased +3.5 25	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  No Performance Color 0 Maintained 0 17	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1
<b>Hispanic</b>  Green 4 Declined -1.9 955	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4	<b>White</b>  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 2020-2021 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 2020-2021 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. We do not have current date for the 2020-2021 school 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)

Due to COVID closure in the 2019-2020 and 2020-2021 school year SBAC Summative Assessments and ELPAC were not administered to our students at Loma Vista Middle School. In the 2021-2022 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. 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 2021 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 2023.	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 2021-2022 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 formative assessment to determine areas for academic target during the 2022-2023 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: 2021-22**

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)

As a school we 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 calendered 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 and digital platforms.

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 that include various digital platforms.

#### **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: 2021-22

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. As students transitioned to in person instruction from the COVID closure it is evident that as expressed by students the need for socialization and opportunity to have access to counselors as well as activities that promote overall mental well being. In addition, training all staff on Social Emotional Wellness is necessary to support our students.

## 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	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
support our target student populations that includes 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 extended learning opportunities as well as clubs 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)

5,000.00

Source(s)

LCFF-EL  
2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

# 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.

# 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	\$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
Samuel Aguilar	Classroom Teacher
Jon Holst	Classroom Teacher
Mark Rasmussen	Classroom Teacher
Andrea Coons	Other School Staff
Rocio Diaz	Parent or Community Member
Peter Palumbo	Parent or Community Member
Cindy Garcia	Parent or Community Member
Erik Chacon	Secondary Student
Mariana Zarate	Secondary Student
Isaiah Serrano	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 April 7, 2022.

Attested:

Principal, Jackie Casillas, Ph. D. on April 7, 2022
SSC Chairperson, Bethany Rivera on April 7, 2022

# 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](mailto: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](mailto: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](mailto: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](mailto: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)



**Loma Vista Leadership Meeting**  
**December 7, 2021 @ 3:30pm**  
**Location:**

<https://meet.google.com/nxd-ctdb-nou>

(You may also click on "Join" on the Stream page in our Loma Vista Leadership Google Classroom)

Topics	Details
Welcome	
Department Direction	<i>-Focus -F rate -Common Assessments -Instructional Focus</i>
ELlevation	
SPSA	<i>-data review -goals -input</i>
Questions	

**Loma Vista Middle School  
School Site Council Agenda  
May 5, 2022**

Meeting ID [meet.google.com/feq-fqvs-igf](https://meet.google.com/feq-fqvs-igf)

Phone Numbers [\(US\)+1 650-667-3682](tel:+16506673682) PIN: 942 121 579#

**I. Introductory Procedure**

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

**II. Action Items**

1. [Approve minutes from April 14, 2022](#)
2. Approve Expenditures for TI, LCFF-LI, LCFF-EL
3. Approve site budgets for 2022-2023
4. Approve the 2022-2023 School Plan for Student Achievement

**III. Discussion/Information**

1. [Budget Reports by Funding Source](#)
2. [SSC Committee Self-Evaluation](#)
3. Plan Election Cycle for August, 2022
4. School Plan for Student Achievement (SPSA)
  - Continue monitoring student progress and implementation of SPSA goals/actions
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
  - Parent and Family Involvement Opportunities
  - Interventions
7. Principal's Report

**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.*

**V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2022.
3. Adjournment: Action Item

**Escuela Secundaria Loma Vista**  
**Agenda del consejo del sitio escolar**  
**5 de mayo de 2022**

Meeting ID [meet.google.com/feq-fqvs-igf](https://meet.google.com/feq-fqvs-igf)

Phone Numbers [\(US\)+1 650-667-3682](tel:+16506673682) PIN: 942 121 579#

**I. Procedimientos de introducción**

1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

**II. Asuntos de Acción**

1. Aprobar la Minuta de la reunión del 14 de abril de 2022
2. Aprobar los gastos TI, LCFF-LI, LCFF-EL
3. Aprobar los presupuestos del plantel para el 2022-2023
4. Aprobar el Plan Escolar de Rendimiento Estudiantil del 2022-2023

**III. Diálogo/Información**

1. Reporte de los presupuestos de acuerdo al fondo
2. Evaluación del Concilio Escolar
3. Planear las fechas para las elecciones en agosto 2022
4. Plan Escolar Para Logros Estudiantiles (SPSA)
  - Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA
5. Reportes de Comités de Padres
  - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
  - Equipos de Acción Para Las Asociaciones Escolares (ATP)
  - Comité Consejero De Padres (PAC) [Comité del Distrito]
6. Reporte de Programas
  - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
  - Oportunidades Para La Participación De Padres y Familias
  - Intervenciones
7. Reporte del Director/a

**IV. Sesión de Audiencia/Comentarios Públicos**

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.*

## **V. Clausura**

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el septiembre 2022
3. Clausura: Asunto de Acción

**Loma Vista Middle School  
School Site Council Minutes  
May 5, 2022**

Meeting ID [meet.google.com/feq-fqvs-igf](https://meet.google.com/feq-fqvs-igf)

Phone Numbers [\(US\)+1 650-667-3682](tel:+16506673682) PIN: 942 121 579#

**I. Introductory Procedure**

1. **Call to Order** - The meeting was called to order at 3:31pm by Bethany Rivera, SSC Chairperson.
2. **Establishment of Quorum**
  - Principal: Dr. Jackie Casillas
  - Teachers: Bethany Rivera  
Jon Holst  
Samuel Aguilar  
Mark Rasmussen
  - Other Staff: Andrea Coons
  - Students: Erik Chacon
  - Parents: Peter PalumboQuorum was established with 8 members in attendance at 3:31pm.
3. **Pledge of Allegiance** - Members recited the Pledge of Allegiance.
4. **Welcome and Introductions** - Mrs. Rivera welcomed everyone.

**II. Action Items**

1. **Approve minutes from April 14, 2022** - It was motioned/seconded/carried to approve the April minutes as read (Coons/Rasmussen) (8-0-0).
2. **Approve Expenditures for TI, LCFF-LI, LCFF-EL** - We did not have any expenditures to approve.
3. **Approve site budgets for 2022-2023** - It was motioned/seconded/carried to approve the Site Budget for 2022-23 as presented by Dr. Casillas. (Rasmussen/Rivera) (8-0-0).
4. **Approve the 2022-2023 School Plan for Student Achievement** - It was motioned/seconded/carried to approve the 2022-23 School Plan for Student Achievement as presented by Dr. Casillas. (Aguilar/Holst) (8-0-0).

**III. Discussion/Information**

1. **Budget Reports by Funding Source** - Members reviewed the budget: Title I, LCFF-LI, and LCFF-EL.
2. **SSC Committee Self-Evaluation** - Members completed the SSC Committee Self-Evaluation together and discussed each item.
3. **Plan Election Cycle for August, 2022** - Members agreed that the process that has been used in the past works well and would like to continue. We will ask for nominations first and then send out ballots to all of the different groups.
4. **School Plan for Student Achievement (SPSA)** - Dr. Casillas shared that next year we will have more data to share since we are administering the state tests right now. Also, the data will be disaggregated to provide a deeper look into what is working and where we need to adjust our level of support for the students.
  - **Continue monitoring student progress and implementation of SPSA goals/actions**
5. **Reports from Parent Committees**
  - **English Learners Advisory Committee (ELAC)** - Dr. Caillas shared that during the next meeting, the members that attend CABE will be sharing what they learned. Dr. Casillas will share that information next year with SSC.
  - **Action Team for Partnership (ATP)** - We did not have a report at this time.
  - **District Parent Advisory Committee (PAC)** - Mr. Palumbo shared there has not been a PAC meeting since our last SSC meeting.
6. **Program Reports**



- **Professional Development Opportunities (Paraprofessionals, Teachers)** - Teachers were able to collaborate with each other in learning about the Newline technology. Also, Ms. Coons provided a professional development on effective instructional strategies for English Learners.
  - **Parent and Family Involvement Opportunities** -We will have our 8th grade awards ceremony next week and it will be held in person. Our 8th grade promotion is coming up at the end of the month. Also, yearbooks are still on sale.
  - **Interventions** - Mrs. Barreto, our Bilingual Instructional Assistant is providing after school tutoring for some of our 8th grade students that are not meeting the criteria for promotion at this time. They are working to complete their assignments and raise their grades. Also, Ms. Hernandez, our Intervention Teacher, is meeting with more groups and continues to focus on writing.
- 7. Principal's Report** - Dr. Casillas shared that we are working on planning for classes for next year and finalizing the end of this year. We have several events coming up for our 8th graders and we are preparing to welcome our students after the summer break.

#### **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.*

#### **V. Adjournment**

1. **Agenda building for next meeting**
2. **The next SSC meeting is scheduled for September 2022.**
3. **Adjournment: Action Item** - Meeting adjourned by Mrs. Rivera at 3:53pm. It was motioned/seconded/carried to adjourn the meeting (Coons/Palumbo) (8-0-0).

**Escuela Secundaria Loma Vista**  
**Minutas del consejo del sitio escolar**  
**5 de mayo de 2022**

Meeting ID [meet.google.com/feq-fqvs-igf](https://meet.google.com/feq-fqvs-igf)

Phone Numbers [\(US\)+1 650-667-3682](tel:+16506673682) PIN: 942 121 579#

**I. Procedimientos de introducción**

1. **Llamar al orden** - Bethany Rivera, presidenta del SSC, abrió la reunión a las 3:31 pm.
2. **Establecer el quórum**
  - Directora: Dra. Jackie Casillas
  - Maestras: Bethany Rivera  
Jon Holst  
Samuel Aguilar  
Mark Rasmussen
  - Otro personal: Andrea Coons
  - Estudiantes: Erik Chacón
  - Padres: Peter Palumbo

Se estableció el quórum con la asistencia de 8 miembros a las 3:31 p. m.
3. **Saludo a la Bandera** - Los miembros recitaron el Juramento de Lealtad.
4. **Bienvenida y Presentar a los participantes** - La Sra. Rivera les dio la bienvenida a todos.

**II. Asuntos de Acción**

1. **Aprobar la Minuta de la reunión del 14 de abril de 2022** - Se hizo la moción/secundada/aprobada para aprobar las minutas de abril tal como se leyeron (Coons/Rasmussen) (8-0-0).
2. **Aprobar los gastos TI, LCFF-LI, LCFF-EL** - No teníamos ningún gasto que aprobar.
3. **Aprobar los presupuestos del plantel para el 2022-2023** - Se propuso/secundó/aprobó el presupuesto del sitio para 2022-23 presentado por el Dr. Casillas. (Rasmussen/Rivera) (8-0-0).
4. **Aprobar el Plan Escolar de Rendimiento Estudiantil del 2022-2023** - Se hizo la moción/secundada/aprobada para aprobar el Plan Escolar 2022-23 para el Logro Estudiantil presentado por el Dr. Casillas. (Aguilar/Holst) (8-0-0).

**III. Diálogo/Información**

1. **Reporte de los presupuestos de acuerdo al fondo** - Los miembros revisaron el presupuesto: Título I, LCFF-LI y LCFF-EL.
2. **Evaluación del Concilio Escolar** - Los miembros completaron juntos la Autoevaluación del Comité SSC y discutieron cada punto.
3. **Planear las fechas para las elecciones en agosto 2022** - Los miembros acordaron que el proceso que se ha utilizado en el pasado funciona bien y les gustaría continuar. Primero pediremos nominaciones y luego enviaremos boletas a todos los diferentes grupos.
4. **Plan Escolar Para Logros Estudiantiles (SPSA)** - Dr. Casillas compartió que el próximo año tendremos más datos para compartir ya que estamos administrando las pruebas estatales en este momento. Además, los datos se desglosarán para brindar una visión más profunda de lo que está funcionando y dónde debemos ajustar nuestro nivel de apoyo para los estudiantes.
  - **Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA**

## 5. Reportes de Comités de Padres

- **Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)** - Dr. Caillas compartió que durante la próxima reunión, los miembros que asistan a CABE estarán compartiendo lo aprendido. El Dr. Casillas compartirá esa información el próximo año con SSC.
- **Equipos de Acción Para Las Asociaciones Escolares (ATP)** - No teníamos un informe en este momento.
- **Comité Consejero De Padres (PAC) [Comité del Distrito]** - El Sr. Palumbo compartió que no ha habido una reunión del PAC desde nuestra última reunión del SSC.

## 6. Reporte de Programas

- **Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)** - Los maestros pudieron colaborar entre sí para aprender sobre la tecnología Newline. Además, la Sra. Coons brindó desarrollo profesional sobre estrategias educativas efectivas para los estudiantes de inglés.
- **Oportunidades Para La Participación De Padres y Familias** - Tendremos nuestra ceremonia de entrega de premios de octavo grado la próxima semana y se llevará a cabo en persona. Nuestra promoción de 8º grado se acerca a fin de mes. Además, los anuarios todavía están a la venta.
- **Intervenciones** - La Sra. Barreto, nuestra Asistente de Instrucción Bilingüe está brindando tutoría después de la escuela para algunos de nuestros estudiantes de 8º grado que no cumplen con los criterios para la promoción en este momento. Están trabajando para completar sus tareas y mejorar sus calificaciones. Además, la Sra. Hernández, nuestra maestra de intervención, se está reuniendo con más grupos y continúa enfocándose en la escritura.

## 7. Reporte del Director/a

- Dr. Casillas compartió que estamos trabajando en la planificación de clases para el próximo año y finalizando el final de este año. Tenemos varios eventos para nuestros alumnos de 8º grado y nos estamos preparando para recibir a nuestros alumnos después de las vacaciones de verano.

## IV. Sesión de Audiencia/Comentarios Públicos

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.*

## V. Clausura

1. **Desarrollo de la agenda para la próxima reunión**
2. **La próxima reunión SSC se ha programado para el septiembre 2022**
3. **Clausura: Asunto de Acción** - Reunión clausurada por la Sra. Rivera a las 3:53 pm. Se propuso/apoyó/aprobó la clausura de la reunión (Coons/Palumbo) (8-0-0).



# Loma Vista Middle School

## School Site Council Secondary Sign-In Sheet May 5, 2022

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Dr. Jackie Casillas	Attended Virtually	Principal	
Samuel Aguilar	Attended Virtually	Classroom Teacher	Vice Chairperson
Jon Holst	Attended Virtually	Classroom Teacher	
Mark Rasmussen	Attended Virtually	Classroom Teacher	
Bethany Rivera	Attended Virtually	Classroom Teacher	Chairperson
Andrea Coons	Attended Virtually	Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Rocio Diaz		Parent/Community Member	
Cindy Garcia		Parent/Community Member	
Peter Palumbo	Attended Virtually	Parent/Community Member	
Erik Chacon	Attended Virtually	Student	
Isaiah Serrano		Student	
Mariana Zarate		Student	Secretary

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

## 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:

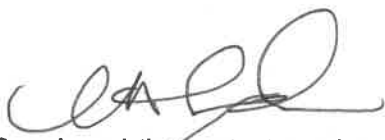
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 April 7, 2022.

Attested:



Principal, Jackie Casillas, Ph. D. on April 7, 2022

SSC Chairperson, Bethany Rivera on April 7, 2022



# 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 04, 2022	June 23, 2022

## 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 turn improve and increase services for our Low Income and English Learners, and close the achievement gap for our Title-I student population. Our school goals

are in alignment with both the district LCAP and our Wells Core Vales: We Belong (Goal 3), We Learn (Goal 1), We Aspire (Goal 2).

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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 their perspectives through both a Street Data survey administered by our site and the School Climate Survey administered by our district.. The School Climate Survey was administered electronically again this year. 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 bullying and negative interactions with peers. A primary need is in the area of mental health, especially because of student reports that they experience chronic sadness / helplessness and/or challenges with peer interactions. Parents expressed a concern about student safety in terms of Covid concerns, and they continue to be worried about their students being behind academically and socially. An area of strength was in hope and optimism for the future. 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.

## 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 WIN Room Interventions and PRIME Time tutoring in order to ensure alignment with standards-based instruction. Classrooms post "Students are learning \_\_\_\_\_ so that they can \_\_\_\_\_." 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. Staff also identified the need for dedicated time allocated for collaboration. This is also evidenced in planned activities and budget allocations.

## **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. Students with IEPs and 504s are given additional consideration. 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, WIN (What I Need) Interventions, 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 21-22 was again completed remotely due to the ease of delivery during ever-changing 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 Tuesday 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 collective teacher efficacy, 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, and student-centered learning. 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 22-23 school year, we are excited to continue to utilize our Intervention Teacher, and further develop 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 Tuesdays 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 with a focus aligning pacing and assessments, success of English Language Learners, and increasing the level of rigor in their classrooms. During the 21-22 school year, collaboration time during the school day was eliminated because of the lack of substitute coverage.

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 on Tuesdays 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, CTE Exploration

7th Grade: AVID, ASB, Beginning Band, Intermediate Band, CTE Digital Media Design, CTE Wood 1, Project Lead the Way Design and Modeling

8th Grade: AVID, ASB, Intermediate Band, CTE Digital Media Design, CTE Wood 1, CTE Wood 2, Project Lead the Way Design and Modeling

Continuing in 22-23, 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. 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:

#### 2021-2022

ELD1 - 12 students; ELD 2 - 5 students; ELD 3 - 7 Students  
Change Agents Math Enrichment - 15

#### 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. Special education students in co-teaching classes are placed to allow for optimal student supports.

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, textbook resources, online learning websites, software programs, etc. Each student is assigned a Chromebook for their use throughout the year.

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 challenges. The SST is made up of the chair, 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 WIN Room 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 Tuesday.

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 relevant, engaging topics. These workshops help address the needs of our students, providing information and materials necessary to to parents to help their students, including guest speakers.

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.

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. Parents have opportunities to attend workshops, like the CAFE conference and University visits, using general and LCFF funds. Back to school night was all outdoors and parent conferences were held virtually in 21-22 due to Covid-19 restrictions.

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, Parent Square. 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, our Street Data Survey, and our School Climate Survey. Students also had an opportunity to participate in our Thought Exchange and our Street Data Survey and 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 39%, 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. Once students returned to campus, we learned of the urgent need to educate students about social interactions, and how to interpret or not misinterpret non-verbal communications. Students report an increase in bullying and name calling since back in-person, which may have been exacerbated by required masks.

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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.1%	0.25%	0	1	2
African American	1.25%	1.5%	1.60%	11	12	13
Asian	1.02%	1.1%	0.49%	9	9	4
Filipino	0.11%	0.1%	0.37%	1	1	3
Hispanic/Latino	93.76%	93.1%	94.20%	827	756	763
Pacific Islander	0.34%	0.1%	0.25%	3	1	2
White	3.17%	3.6%	2.59%	28	29	21
Multiple/No Response	0.34%	0.4%	0.25%	3	3	2
Total Enrollment				882	812	810

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	295	264	248
Grade 7	265	295	267
Grade 8	322	253	295
Total Enrollment	882	812	810

### Conclusions based on this data:

1. School enrollment dipped in 19-20 and 20-21, and is expected to remain stable or increase in 22-23.
2. African American enrollment continues to increase.
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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	364	315	288	41.3%	38.8%	35.6%
Fluent English Proficient (FEP)	287	274	230	32.5%	33.7%	28.4%
Reclassified Fluent English Proficient (RFEP)	89	29	288	20.8%	8.0%	35.6%

### Conclusions based on this data:

1. The number of English Learners (ELs) enrolled at Wells continues to decline
2. A large number of students reclassified in 21-22
3. Our jump in RFEP students will subsequently impact our need for improved progress monitoring systems

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	320	251	259	311	245	0	310	244	0	97.2	97.6	0.0
Grade 7	340	319	304	330	310	0	330	308	0	97.1	97.2	0.0
Grade 8	327	335	256	320	325	0	319	325	0	97.9	97	0.0
All Grades	987	905	819	961	880	0	959	877	0	97.4	97.2	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2472.	2488.		3.23	8.61		24.19	27.46		29.03	26.23		43.55	37.70	
Grade 7	2481.	2497.		2.12	5.19		24.24	27.92		25.45	24.68		48.18	42.21	
Grade 8	2501.	2515.		4.70	4.31		21.63	30.15		24.14	25.54		49.53	40.00	
All Grades	N/A	N/A	N/A	3.34	5.82		23.36	28.62		26.17	25.43		47.13	40.14	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.42	10.29		37.99	46.91		52.60	42.80	
Grade 7	6.36	9.12		40.30	39.74		53.33	51.14	
Grade 8	7.21	11.38		34.80	43.38		57.99	45.23	
All Grades	7.63	10.29		37.72	43.09		54.65	46.63	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.52	11.52		45.10	46.50		47.39	41.98	
Grade 7	9.45	9.80		47.56	53.59		42.99	36.60	
Grade 8	9.09	11.08		41.07	51.69		49.84	37.23	
All Grades	8.71	10.76		44.60	50.92		46.69	38.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.21	9.47		58.50	63.37		35.29	27.16	
Grade 7	3.35	5.86		51.83	61.89		44.82	32.25	
Grade 8	7.52	6.77		51.72	63.69		40.75	29.54	
All Grades	5.67	7.20		53.93	62.97		40.40	29.83	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	14.38	21.81		51.96	48.15		33.66	30.04	
Grade 7	13.41	12.38		42.99	48.53		43.60	39.09	
Grade 8	17.24	15.38		42.32	48.62		40.44	36.00	
All Grades	15.01	16.11		45.65	48.46		39.35	35.43	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	320	251	259	312	249	0	310	249	0	97.5	99.2	0.0
Grade 7	340	317	304	335	313	0	335	310	0	98.5	98.7	0.0
Grade 8	327	335	256	323	329	0	322	326	0	98.8	98.2	0.0
All Grades	987	903	819	970	891	0	967	885	0	98.3	98.7	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2451.	2444.		1.29	2.81		10.32	6.43		34.52	33.33		53.87	57.43	
Grade 7	2458.	2459.		1.19	1.29		13.13	12.26		28.06	28.39		57.61	58.06	
Grade 8	2468.	2476.		1.86	3.07		10.87	9.51		22.98	26.99		64.29	60.43	
All Grades	N/A	N/A	N/A	1.45	2.37		11.48	9.60		28.44	29.27		58.63	58.76	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	3.24	5.24		28.48	21.77		68.28	72.98	
Grade 7	5.07	5.19		28.96	25.65		65.97	69.16	
Grade 8	3.42	7.08		28.88	24.00		67.70	68.92	
All Grades	3.93	5.90		28.78	23.95		67.29	70.15	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	3.23	4.02		40.65	38.96		56.13	57.03	
Grade 7	3.28	3.23		41.79	42.58		54.93	54.19	
Grade 8	6.21	5.21		42.55	34.36		51.24	60.43	
All Grades	4.24	4.18		41.68	38.53		54.08	57.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	3.56	4.44		38.83	37.90		57.61	57.66	
Grade 7	5.07	1.62		51.34	56.96		43.58	41.42	
Grade 8	2.80	3.69		44.41	52.92		52.80	43.38	
All Grades	3.83	3.17		45.03	50.11		51.14	46.71	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1537.6	1525.5	1513.9	1530.6	1528.6	1515.5	1544.3	1521.9	1511.8	154	101	94
7	1533.9	1538.4	1525.0	1525.0	1539.5	1523.9	1542.3	1536.8	1525.8	148	137	120
8	1559.6	1552.3	1533.7	1549.7	1548.7	1536.7	1568.9	1555.6	1530.4	150	141	90
All Grades										452	379	304

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	35.06	14.85	13.04	40.91	49.50	34.78	14.29	20.79	30.43	9.74	14.85	21.74	154	101	92
7	35.14	27.74	19.17	33.11	38.69	21.67	19.59	20.44	35.00	12.16	13.14	24.17	148	137	120
8	60.67	26.95	20.00	23.33	35.46	34.44	10.00	25.53	25.56	*	12.06	20.00	150	141	90
All Grades	43.58	24.01	17.55	32.52	40.37	29.47	14.60	22.43	30.79	9.29	13.19	22.19	452	379	302

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	53.25	50.50	27.17	31.17	25.74	40.22	9.74	12.87	15.22	*	10.89	17.39	154	101	92
7	47.30	45.26	25.83	31.08	32.12	30.00	14.86	10.22	26.67	*	12.41	17.50	148	137	120
8	61.33	41.84	33.33	28.00	33.33	33.33	8.00	13.48	13.33	*	11.35	20.00	150	141	90
All Grades	53.98	45.38	28.48	30.09	30.87	34.11	10.84	12.14	19.21	5.09	11.61	18.21	452	379	302

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	24.68	1.98	3.26	29.22	20.79	16.30	25.97	50.50	44.57	20.13	26.73	35.87	154	101	92
7	27.03	11.68	5.83	23.65	30.66	19.17	25.68	34.31	38.33	23.65	23.36	36.67	148	137	120
8	50.00	17.02	7.78	20.67	27.66	18.89	18.67	36.88	42.22	10.67	18.44	31.11	150	141	90
All Grades	33.85	11.08	5.63	24.56	26.91	18.21	23.45	39.58	41.39	18.14	22.43	34.77	452	379	302

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	35.06	23.76	8.70	54.55	59.41	63.04	10.39	16.83	28.26	154	101	92
7	33.11	17.52	7.50	57.43	65.69	61.67	9.46	16.79	30.83	148	137	120
8	48.67	17.02	12.22	43.33	65.25	62.22	8.00	17.73	25.56	150	141	90
All Grades	38.94	19.00	9.27	51.77	63.85	62.25	9.29	17.15	28.48	452	379	302

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	74.68	63.37	60.00	20.13	28.71	33.85	*	7.92	6.15	154	101	65
7	64.86	54.74	57.89	27.03	35.04	39.47	8.11	10.22	2.63	148	137	76
8	79.33	56.03	80.95	16.67	32.62	14.29	*	11.35	4.76	150	141	42
All Grades	73.01	57.52	63.93	21.24	32.45	31.69	5.75	10.03	4.37	452	379	183

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	27.27	1.98	6.52	29.87	35.64	19.57	42.86	62.38	73.91	154	101	92
7	31.76	15.33	10.00	22.97	45.26	30.00	45.27	39.42	60.00	148	137	120
8	51.33	22.70	13.33	24.00	35.46	32.22	24.67	41.84	54.44	150	141	90
All Grades	36.73	14.51	9.93	25.66	39.05	27.48	37.61	46.44	62.58	452	379	302

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	21.43	30.69	9.78	72.08	60.40	78.26	*	8.91	11.96	154	101	92
7	18.24	10.95	10.00	75.00	76.64	75.00	*	12.41	15.00	148	137	120
8	36.67	4.26	4.44	62.00	86.52	78.89	*	9.22	16.67	150	141	90
All Grades	25.44	13.72	8.28	69.69	75.99	77.15	4.87	10.29	14.57	452	379	302

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	809	771	95.3	4.7	30.87
Female	405	384	94.81	5.19	36.2
Male	404	387	95.79	4.21	25.58
American Indian or Alaska Native	1	1	--	--	--
Asian	9	9	--	--	--
Black or African American	12	11	91.67	8.33	45.45
Filipino	1	1	--	--	--
Hispanic or Latino	753	720	95.62	4.38	29.58
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	3	3	--	--	--
White	29	25	86.21	13.79	52
English Learners	298	288	96.64	3.36	7.64
Foster Youth	2	1	--	--	--
Homeless	52	48	92.31	7.69	22.92
Socioeconomically Disadvantaged	740	707	95.54	4.46	29.99
Students with Disabilities	134	125	93.28	6.72	5.6

### Conclusions based on this data:

1. Our female students are out-performing our male students in reading.
2. Our Black and White students scored higher than our Hispanic or Latino students.
3. Our English Learners and Students with Disabilities scored significantly lower than the all student group.

# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	809	779	96.29	3.71	9.88
Female	405	387	95.56	4.44	12.92
Male	404	392	97.03	2.97	6.89
American Indian or Alaska Native	1	1	--	--	--
Asian	9	9	--	--	--
Black or African American	12	11	91.67	8.33	
Filipino	1	1	--	--	--
Hispanic or Latino	753	728	96.68	3.32	9.75
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	3	3	--	--	--
White	29	25	86.21	13.79	
English Learners	298	293	98.32	1.68	1.37
Foster Youth	2	1	--	--	--
Homeless	52	51	98.08	1.92	11.76
Socioeconomically Disadvantaged	740	716	96.76	3.24	9.64
Students with Disabilities	134	131	97.76	2.24	1.53

### Conclusions based on this data:

1. Math scores indicate a need for more information about why students are struggling.
2. The two student groups scoring above the all student group are female and homeless.
3. Our English Learners and Students with Disabilities scored significantly lower than the all student group.

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
812	91.1	38.8	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	315	38.8
Foster Youth	2	0.2
Homeless	47	5.8
Socioeconomically Disadvantaged	740	91.1
Students with Disabilities	130	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.5
American Indian or Alaska Native	1	0.1
Asian	9	1.1
Filipino	1	0.1
Hispanic	756	93.1
Two or More Races	3	0.4
Native Hawaiian or Pacific Islander	1	0.1
White	29	3.6

**Conclusions based on this data:**

- 1. Over 90% of students are socioeconomically disadvantaged (91.1%)
- 2. Nearly 100% of students are Hispanic (93.1%)
- 3. Our % of students with disabilities is above the state average, and has increased again (16%)

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Red

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Orange

#### Conclusions based on this data:

1. Our ELA Dashboard indicator is yellow (outdated due to school closures)
2. Our Math Dashboard indicator is red (outdated due to school closures)
3. Our suspensions have increased (outdated due to school closures)



# School and Student Performance Data

## Academic Performance English Language Arts

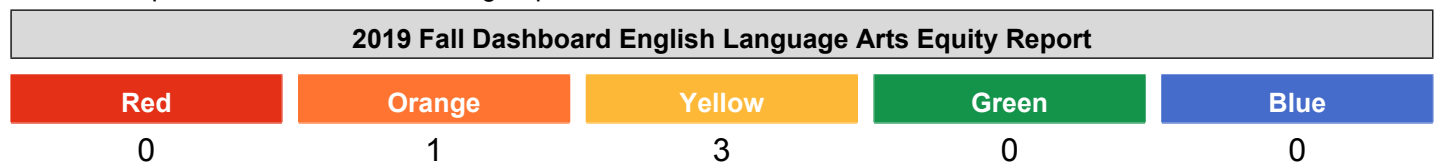
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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 ++10.4 points 44		 Yellow 50.1 points below standard Increased Significantly ++16.2 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

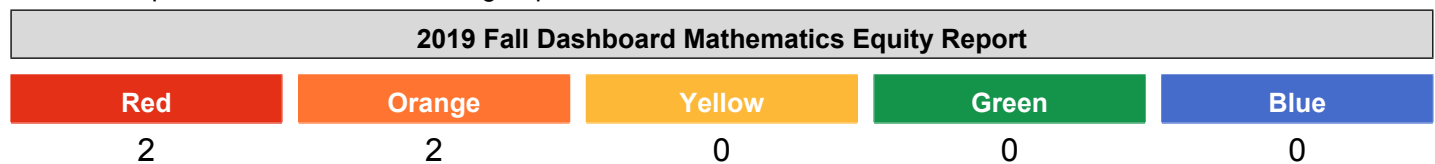
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 105.9 points below standard Maintained ++2.1 points 843	 Red 115.7 points below standard Maintained -2 points 581	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 129.3 points below standard Increased ++13.5 points 44	 Red 107.7 points below standard Maintained ++2 points 799	 Orange 197.7 points below standard Increased ++12.4 points 123

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b> 	<b>Asian</b>  No Performance Color 77.2 points below standard Declined Significantly -26.3 points 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 106.3 points below standard Increased ++3 points 792	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  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

<b>Current English Learner</b> 161.3 points below standard Declined -7.5 points 343	<b>Reclassified English Learners</b> 50.1 points below standard Declined -11.7 points 238	<b>English Only</b> 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

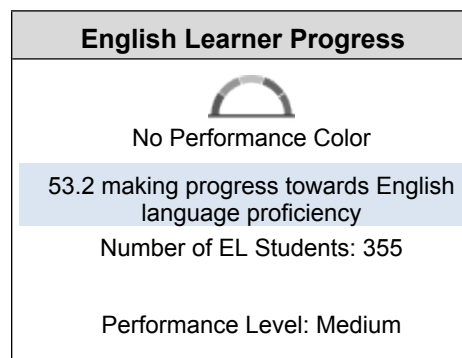
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

- |    |     |
|----|-----|
| 1. | N/A |
| 2. | N/A |
| 3. | N/A |

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

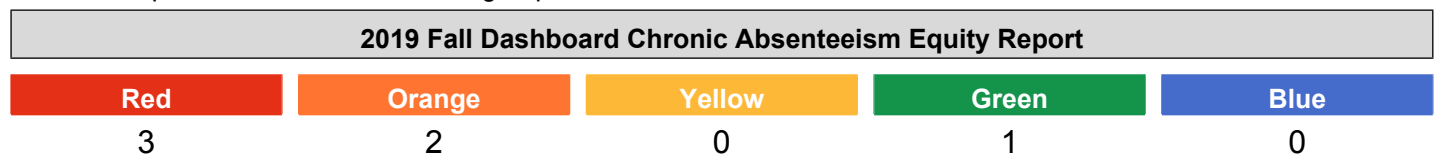
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 13.1 Increased +2.1 950	 Red 11.9 Increased Significantly +3.9 453	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 21.7 Maintained -0.2 60	 Orange 13.4 Increased +2.5 901	 Red 21.2 Increased +3.1 146

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color 0 Maintained 0 13	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 13 Increased +2.4 886	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

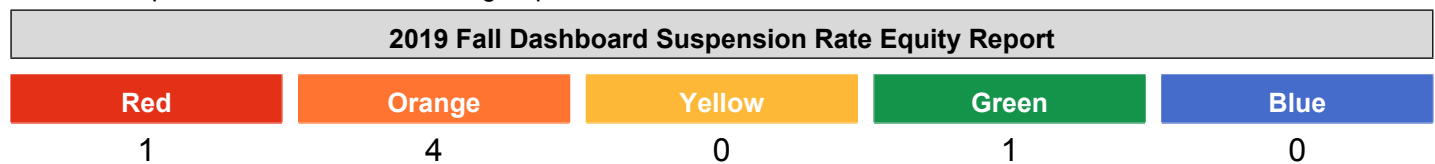
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

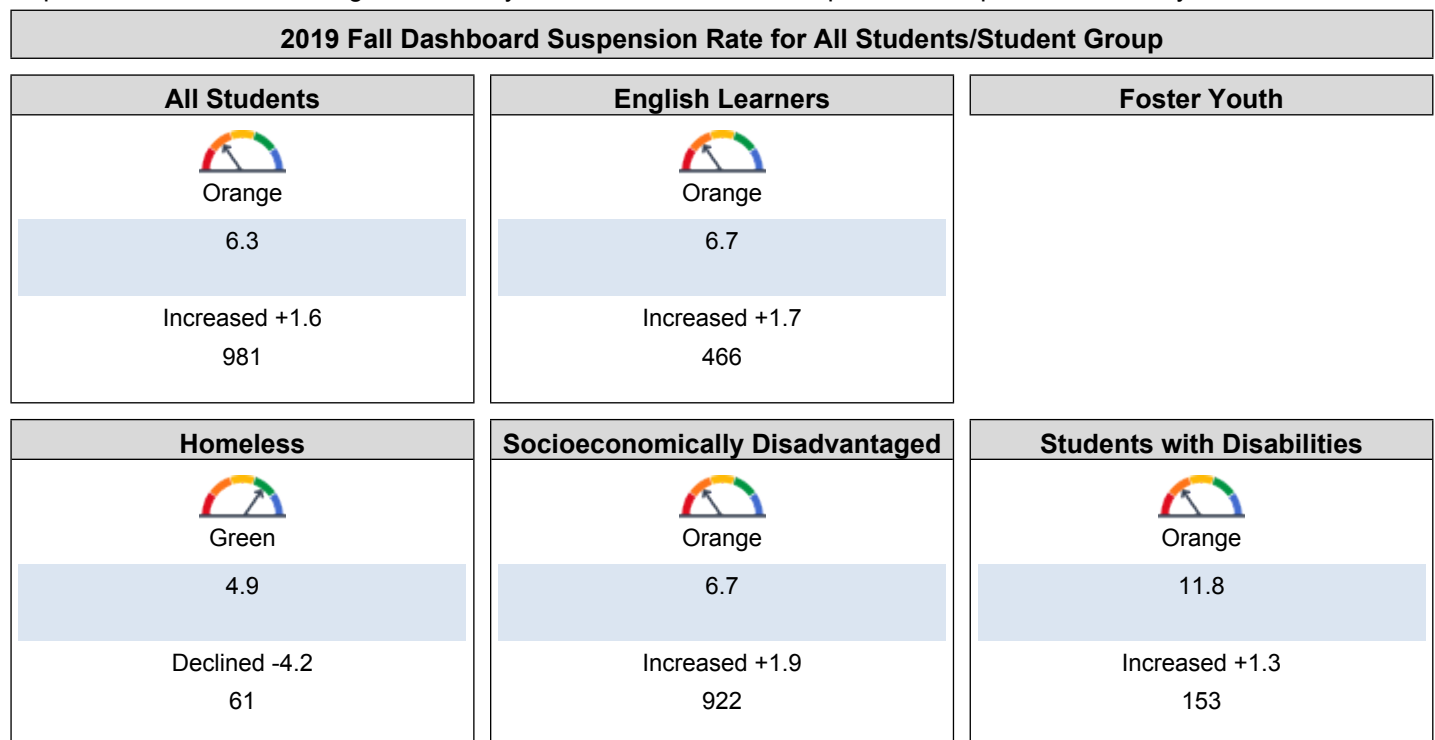
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9		 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +1.2 916	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 4	 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)

Student survey data will show that students feel empowered to build knowledge and demonstrate understanding in classes taught by highly qualified staff in schools that are clean and in good repair. Students will demonstrate growth in iReady Reading and Math throughout the year. Student ELPAC scores will increase. Wells Core Value - WE LEARN Student Agency - MASTERY - Students can build knowledge and demonstrate understanding.

## Identified Need(s)

In our site's endeavors to develop student agency, we have administered student surveys, with questions coming from the text Street Data by Shane Saffir and Jamila Dugan. Our preliminary data suggest that not all students believe that their ways of learning are valued. In addition, the California Healthy Kids Survey results suggest that students feel supported, but not all students are achieving to their full potential.

It is noted that this metric is a shift away from traditional quantitative test metrics in measuring student success. Our students are more than a test score. Our test scores are not reliable metrics because they are not an accurate measure of our students' talents, gifts, or abilities, and are dramatically influenced by how hard a student tries on any one test. By focusing on Street Data, or our students' perceptions, we can be more targeted in whole school improvements.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. My ways of learning are valued at Wells	Fall students: 78% agree Fall families: 100% agree Spring students: 71% agree	100% of students and families agree
4. I have opportunities to build and construct my own knowledge in my classes	Fall students: 77% agree Fall families: 93% agree Spring students: 68% agree	100% of students and families agree
5. I have opportunities to demonstrate understanding to peers and teachers in my classes.	Fall students: 75% agree Fall families: 93% agree Spring students: 66% agree	100% of students and families agree
FIT Report	96.99%, GOOD	100%; EXEMPLARY

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Scores	(Fall diagnostic scores)	Increases from fall to winter and spring
ELPAC Scores	First administration since COVID in Spring 2022	Increase in Spring 2023

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 WIN, or other tutoring, 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)

1641

#### Source(s)

LCFF-EL  
2000-2999: Classified Personnel Salaries  
BIA and AVID Tutor Additional Hours for EL  
Supports (1200+ fixed costs - 1641)

## 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)

5210

#### Source(s)

LCFF-LI  
4000-4999: Books And Supplies

	Print and technology resources including novels for schoolwide reads
6000	LCFF-LI 5000-5999: Services And Other Operating Expenditures Supplemental online supports such as IXL
6394	Title I 5000-5999: Services And Other Operating Expenditures Leases / agreements for print resources (Copier leases + Konica Minolta cost per copy)

### 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)

4582

#### Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
ELF Stipend (3688 + fixed costs = 4582 total)

### 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 supplemental ELA, 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)

2946

#### Source(s)

Title I

	5000-5999: Services And Other Operating Expenditures Programs such as Pear Deck, Canva, etc. not purchased by the district for sites
16454	LCFF-EL 5000-5999: Services And Other Operating Expenditures Curricular support programs like SAVVAS and TCI to support access to core curriculum by English Learners. It is noted by SSC that these funds could be better allocated to student enrichment and curricular supports be funded at the district level.

## 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

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)

2100

#### Source(s)

LCFF-LI  
4000-4999: Books And Supplies  
Lembke Library materials such as acquisitions from Jr Library Guild

## Annual Review

### SPSA Year Reviewed: 2021-22

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 21-22 school year were designed to result in academic achievement in ELA, Math, and language acquisition/mastery. With the Covid-19 school closures, quantitative test results from iReady provided unreliable data, for the scores were often more a reflection of if a student tried or not, rather than their actual abilities. Our expenditures focused on increasing the

capacity of teachers and on student supports. Teacher capacity was built through utilizing our recently acquired technology, and in the use of digital applications to increase engagement and efficacy through digital platforms. Student supports were built through academic supports in WIN (What I Need Interventions) and social supports through after-school enrichment and mentoring. We grossly underestimated the social-emotional needs of our students upon their return to in-person learning. These needs impeded access to academics.

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

Social emotional needs impacted academic progress.

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 have shifted our focus away from quantitative test scores as a measure of academic success, and to Street Data Surveys as a way to hear directly from students if we are developing student agency.

# 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)

Student survey data will show that students believe they can make a difference and feel prepared to be college and career ready when they graduate from high school.

Wells students will enter high school prepared for high school, college, and careers, and able to articulate future aspirations, as evidenced by a 95% promotion rate

Wells Core Value - WE ASPIRE

Student Agency - EFFICACY - Students can make a difference

## Identified Need(s)

In our site's endeavors to develop student agency, we have administered student surveys, with questions coming from the text Street Data by Shane Saffir and Jamila Dugan. Our preliminary data suggest that not all students believe that they can make a difference, whether within Wells or outside of Wells.

It is noted that this metric is a shift away from traditional quantitative metrics in measuring student success. Our students are more than a non-promotion rate. Our promotion rates are not reliable metrics because our grading practices are not aligned within our school. By focusing on Street Data, or our students' perceptions, we can be more targeted in whole school improvements.

## 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%. In 2021 our hybrid Promotion rate was 96% and our VA Promotion rate was 83%.	95% of 8th graders will promote in 2022
6. I have opportunities to demonstrate understanding to the community or groups of people beyond my classrooms	Fall students: 71% agree Fall families: 93% agree Spring students: 64% agree	At least 75% of students agree
10. I feel like I can make a difference here at Wells	Fall students: 50% agree Fall families: 100% agree Spring students: 36% agree	At least 50% of students agree

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

Provide training / release time / additional hours to certificated and classified support staff on topics to increase student access and success, including standards-based grading practices, student engagement, 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)

11866

##### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Release days - 74 total - 9550 + fixed costs =  
11,866

### 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

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)

5000

##### Source(s)

LCFF-LI  
5000-5999: Services And Other Operating  
Expenditures  
Purchase school planners for students to use

### 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

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

1500

LCFF-EL  
5000-5999: Services And Other Operating Expenditures  
Exposure to College and Career opportunities, for example CABE and study trips

#### 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 positive classroom experiences and school incentives to encourage active participation in school programs that lead to future success in school and beyond

#### 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)

1068

##### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Incentives including assemblies, guest speakers, and positive rewards

7000

LCFF-LI  
4000-4999: Books And Supplies  
Department budgets for classroom materials

1000

LCFF-LI  
4000-4999: Books And Supplies  
Student Incentives



## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Survey data will show that Wells is an environment that fosters school connectedness and inclusivity through students feeling good about themselves, feeling seen and loved, and their ways of being, learning, and knowing being valued.

At least 80% of students, caregivers, and staff will report that Wells is inclusive of students, parents, and staff.

Wells Core Value - WE BELONG

Student Agency - BELONGING - Students feel good about themselves, and feel seen and loved

IDENTITY - Students' ways of being, learning, and knowing are valued

## Identified Need(s)

In the 21-22 school year, we started the year with a mask mandate. Between students wearing masks and not having been in school with all of their peers for over two years, students reported an increase in bullying. Student conflicts were also at an all-time high. We spent most of the 21-22 school year teaching students to speak nicely to each other, to not assume the worst if a student looks at them, and to practice empathy with their peers.

In our site's endeavors to develop student agency, we have administered student surveys, with questions coming from the text Street Data by Shane Saffir and Jamila Dugan. Our preliminary data suggest that not all students believe that they feel good about themselves, or that their ways of being are valued at Wells..

It is noted that this metric is a shift away from traditional quantitative metrics in measuring student success. Our students are more than attendance and suspension rates. Our attendance rates are not reliable metrics because of the spikes in Covid- and quarantine-related absences. Our suspension rates are disproportional because of the extreme behaviors exhibited by students upon their return from school closures. By focusing on Street Data, or our students' perceptions, we can be more targeted in whole school improvements.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. My culture, identities, and ways of being are valued at Wells	Fall students: 74% agree Fall families: 93% agree Spring students: 64% agree	At least 80% of students and families agree

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. My ways of knowing and understanding the world are valued at Wells	Fall students: 72% agree Fall families: 100% agree Spring students: 62% agree	At least 80% of students and families agree
7. I see myself represented in the staff, curriculum, and school culture	Fall students: 56% agree Fall families: 87% agree Spring students: 48% agree	At least 80% of students and families agree
8. I feel seen and loved by my teachers	Fall students: 63% agree Fall families: 87% agree Spring students: 53% agree	At least 80% of students and families agree
9. I feel seen and loved by my peers	Fall students: 70% agree Fall families: 80% agree Spring students: 64% agree	At least 80% of students and families agree

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 5

### 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)	Source(s)
2000	LCFF-LI 4000-4999: Books And Supplies Invest in materials to ensure successful sports and clubs
900	LCFF-LI 5000-5999: Services And Other Operating Expenditures Purchase license for 5-Star Students to track positive participation in school
7206	Title I

1000-1999: Certificated Personnel Salaries  
Additional Hours / Release Time for Staff -  
Clubs and other enrichment (5800 + fixed costs  
= 7207) (6 enrichment clubs @ 20 hours each)

## 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

Support family engagement through activities such as Wells Parent University and family engagement 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)

328

#### Source(s)

LCFF-EL  
2000-2999: Classified Personnel Salaries  
Interpreters and support staff (240 + fixed costs  
= 328)

320

Title I  
4000-4999: Books And Supplies  
Family professional development such as CABE

## Annual Review

### SPSA Year Reviewed: 2021-22

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
------------------	-------------------------	------------------

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.



# 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	\$87,965.00

## 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	\$29,800.00

Subtotal of additional federal funds included for this school: \$29,800.00

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 (\$)
LCFF-EL	\$24,505.00
LCFF-LI	\$33,660.00

Subtotal of state or local funds included for this school: \$58,165.00

Total of federal, state, and/or local funds for this school: \$87,965.00

# 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	2,149.00
LCFF-LI	65487	31,827.00
Title I	38348	8,548.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	24,505.00
LCFF-LI	33,660.00
Title I	29,800.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,654.00
2000-2999: Classified Personnel Salaries	1,969.00
4000-4999: Books And Supplies	17,630.00
5000-5999: Services And Other Operating Expenditures	44,712.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	4,582.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,969.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	17,954.00
4000-4999: Books And Supplies	LCFF-LI	17,310.00

5000-5999: Services And Other Operating Expenditures	LCFF-LI	16,350.00
1000-1999: Certificated Personnel Salaries	Title I	19,072.00
4000-4999: Books And Supplies	Title I	320.00
5000-5999: Services And Other Operating Expenditures	Title I	10,408.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,327.00
Goal 2	31,884.00
Goal 3	10,754.00

# 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
Nancy Valdez	Classroom Teacher
Kelly Cochrun	Other School Staff
Francisca Alvarez	Parent or Community Member
Arcelia Mendoza	Parent or Community Member
Briana Zepeda	Parent or Community Member
Jesus Escobedo Flores	Secondary Student
Aurora Gatewood	Secondary Student
Kaileena House	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 05/04/22.

Attested:



Principal, Karin Ribaudo on 05/04/22

SSC Chairperson, Jesus Escobedo Flores on 05/04/22

# 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](mailto: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](mailto: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](mailto: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](mailto: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)

## Department Input - Priorities for 22-23

Please provide input for your department regarding our priorities for 22-23. Priorities can be purchases, like programs, and can also be other needs, like planning time, etc. *What does your department want/need for a successful year in 22-23?*

Department	Requests for Our Department	Requests Schoolwide
<b>Counseling</b>	Increase support from outside mental health/resources	After school support/tutoring Student email support/possibly giving students a few minutes & encouragement to check emails on a daily basis
<b>Electives</b>	<ul style="list-style-type: none"> <li>★ ACABE Conference for ELD Professional Development</li> <li>★ College trips (AVID ??)</li> <li>★ PLTW online curriculum - continue funding</li> <li>★ Art/drama as an elective?</li> <li>★ Woodshop maintained - tools, wood</li> <li>★ Poster maker printer supplies (paper, ink)</li> <li>★ Field Trips - off-site photography shooting (ie, UCR, La Sierra, downtown, etc)</li> <li>★ Vinyl printing (ASB, Digital Media, AVID, CTE)</li> <li>★ Field Trips to high school to view art programs + pathways (CTE, PLTW)</li> <li>★ Cross-curricular activities/lessons between elective/core classes</li> <li>★ Collab time for cross-curricular activities/lessons</li> <li>★ An Elective Rotation/Wheel program so kids can try different electives (Art, Drama, Digital Media, Home Ec, Band? etc)</li> <li>★ Celebrating student success: concerts, showcases, galleries, performances, KFNX, etc</li> </ul>	<ul style="list-style-type: none"> <li>★ Elective specific budget for supplies and field trips</li> <li>★ Binders for all students</li> <li>★ Dividers for all students</li> <li>★ Planners for all students</li> <li>★ Club budgets (Part of Rebranding!!)</li> <li>★ Breakout edu - online development activities/warm-ups</li> <li>★ Brainpop</li> <li>★ Goguardian</li> <li>★ Kahoot</li> <li>★ Canva</li> <li>★ School marquee</li> <li>★ New thermostats</li> <li>★ Whole School Assemblies/guest speakers</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>❖ Hardbound book/blank pages for 6th grade narratives / Barnes and Noble publishing</li> <li>❖ Planning time - coordinate how we how we can incorporate the three genres of writing for the school novel</li> <li>❖ Pre-done lessons for school novel</li> <li>❖ Fieldtrip - plays by dept. High school/rcc or riv. Community players</li> <li>❖ ACABE training to help EL students in the classroom acquire English while learning content / professional dev.</li> </ul>	<ul style="list-style-type: none"> <li>❖ School-wide novel - <i>A Wrinkle in Time</i></li> <li>❖ Gimkit</li> <li>❖ Peardeck</li> <li>❖ Quizziz</li> <li>❖ GoGuardian</li> <li>❖ Kami</li> <li>❖ Canva</li> <li>❖ Incentives and incentive trips</li> </ul>

	<ul style="list-style-type: none"> <li>❖ 6th grade - class set of games - incentives for completing assignments at progress reporting</li> <li>❖ Scholastic subscription</li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>• TCI</li> <li>• Quizziz "Super" subscription</li> <li>• Field Trips</li> <li>• (OR) NearPod</li> <li>• Common textbook / materials</li> <li>• Collaboration time (Also for co teaching situations)</li> </ul>	<ul style="list-style-type: none"> <li>• Peardeck premium subscription (more people wanted this over NearPod)</li> <li>• Brainpop subscription</li> <li>• EdPuzzle subscription</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Grid Notebooks for note taking (AVID)</li> <li>• Document camera</li> <li>• Equation editor for Microsoft or Google Slides (MathType) for teachers and students</li> <li>• IXL licenses for math</li> <li>• Whiteboard with XY Coordinates on back along with lots of markers</li> <li>• Protractors</li> <li>• Safe Compasses</li> <li>• Rulers(inches/centimeters)</li> <li>• Math conferences/ training(CMC)</li> <li>• Algebra Tiles</li> <li>• Unifix/Manipulative cubes</li> <li>• Clear spinners for probability</li> <li>• Illustrative Math Professional Learning (with an IM Certified Facilitator or Partner)</li> <li>• Illustrative Math printed resources</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot licenses</li> <li>• Peardeck (if not included in GAFE)</li> <li>• Nearpod</li> <li>• BrainPop</li> <li>• GoGuardian</li> <li>• Grade level planning (prep)</li> <li>• Celebrate students' iReady Growth with a positive reinforcement (certificates, awards, and other incentives)</li> <li>• Math Field Day</li> <li>• After school math tutoring</li> <li>• Kami</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• updated/current physical education curriculum</li> <li>• Supportive equipment for updated curriculum</li> <li>• Professional development on designing and implementing standards based instruction</li> <li>• Refurbished or new locker rooms</li> <li>• Additional supervision support in locker rooms</li> <li>• Updated sound system in gym</li> <li>•</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• Savvas</li> <li>• Updated Savvas student workbooks to supplement curriculum</li> <li>• Generation Genius license,</li> <li>• Mosamack license</li> <li>• Brainpop</li> <li>• Peardeck</li> </ul>	<ul style="list-style-type: none"> <li>• Goguardian</li> <li>• Kami</li> <li>• Science night alongside math night</li> <li>• Sports programs and after school</li> <li>• partnership with outside science programs and schools</li> </ul>

	<ul style="list-style-type: none"> <li>• \$2000 per grade level for hands-on lab purchases</li> <li>• Peardeck</li> <li>• Planning days for all science teachers and individual grade levels.</li> <li>• Planning days for co-teachers</li> <li>• Doc cameras with tech setup for new tvs.</li> </ul>	
<b>Special Education</b>	<ul style="list-style-type: none"> <li>- Teacher pay Teachers</li> <li>- Nearpod</li> <li>- Kami</li> <li>- Sped curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Access various levels of curriculum</li> <li>- interactive/supplemental lesson</li> <li>- Multi-modal delivery</li> <li>- Difficult to access gen edu curriculum</li> </ul>

**Needs Assessment – ACADEMIC – REQUIRED**  
**Encuesta de Necesidades – ACADÉMICO – OBLIGATORIO**

(completed during the months the SPSA is being developed/*completado durante los meses en que se está desarrollando el SPSA*)

English Learner Advisory Committee/Comité Consejero para Alumnos Aprendiendo Inglés

Name of School/*Nombre de la escuela*: Wells Middle School

Date/*Fecha*: December 1st, 2021

SSC Meeting Date to present results of ELAC Needs Assessment: December 1st, 2021

*Fecha de la Junta SSC para presentar los resultados de la Encuesta de Necesidades de ELAC*

**Names of ELAC Members Present/*Nombres de los miembros de ELAC presentes***

Juan Casas, Vanessa Olvera, Erika Gomez, Arturo Mariche, Rosa Velardez, Ofelia Cervera, Ivonne Rangel (Interpreter)

**Current EL Programs/*Programas EL actuales***

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./ *Describe los programas y servicios actuales en las escuelas para los alumnos EL. Algunos ejemplos son: asistentes de instrucción bilingües, actividades extracurriculares de enriquecimiento después de clases, programas digitales suplementarios, etc. Asegúrese de incluir todas las acciones del SPSA que se proporcionan a los estudiantes EL directamente. Considere la posibilidad de describir los apoyos que se pagan con otros fondos para dar una imagen completa del programa EL.*

Bilingual Instructional Assistants (3), 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 (Mrs. Garzon), Daily online academic support outside of regular class time “Nuestra Clase”, iPads available for our “new-to-English” EL students and BIAs (primarily for translation purposes), laptops provided to all of our English Learners (and all students in general), and use of iReady diagnostic program and lessons to provide targeted interventions to our English learners. Full time intervention teacher (Mrs. Reynoso) targeting English Learners (and other students) with a focus on literacy. Mrs. Reynoso is also available to support these students before school, during lunch, and after school. A Bilingual Instructional Assistant (Mrs. Gay) provides tutoring after school on Monday, Wednesday, Thursday, and Friday from 3:30-4:15.

**Current Data for English Learners/*Datos actuales de alumnos aprendiendo inglés***

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./*Incluyendo, entre otras cosas: El porcentaje de alumnos EL que presentan la prueba ELPAC, el porcentaje de alumnos EL que hacen el progreso anual según la medida delineada por la prueba ELPAC, rendimiento en la prueba SBAC, rendimiento en los puntos de referencia del distrito, tasa de reclasificación, tasa de graduación para los alumnos aprendiendo inglés, tasas de D y F para los alumnos aprendiendo inglés.*

**English Learner Students by Language by Grade**



Spanish: 6th Grade (99), 7th Grade (122), 8th Grade (86) Total (307) Percent of Total (97.46%)

Punjabi: 6th Grade (1), 7th Grade (1), 8th Grade (3) Total (5) Percent of Total (1.59%)

Arabic: 6th Grade (0), 7th Grade (0), 8th Grade (2) Total (2) Percent of Total (0.63%)

Filipino: 6th Grade (1), 7th Grade (0), 8th Grade (0) Total (1) Percent of Total (0.32%)

### **Enrollment by English Language Acquisition Status and Grade**

English Only: 6th Grade (64), 7th Grade (73), 8th Grade (94) Total (231)

Initial Fluent English Proficient: 6th Grade (2), 7th Grade (1), 8th Grade (3) Total (6)

English Learner: 6th Grade (136), 7th Grade (102), 8th Grade (126) Total (364)

Reclassified Fluent English Proficient: 6th Grade (93), 7th Grade (89), 8th Grade (99) Total (281)

### **Reclassification Data**

Total Enrollment: 882

English Learners: 364

Fluent English Proficient: 287

Redesignated FEP: 89

All data obtained from the California Department of Education website and represents statistics for the 2020-2021 school year at Wells Middle School. [CDE Link](#)

### **Recommendations/Recomendaciones**

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated./En base a los datos antes mencionados, describa que programas para los alumnos EL recomienda ELAC mantener, agregar o eliminar.

We would like to see increased funding for tutoring for our English Learners.

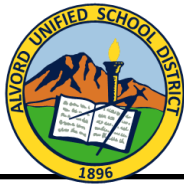
We would like to see specific tutoring/programs/efforts in the area of reclassification.

We appreciate the parent engagement efforts and would like to see sustained parent engagement efforts.

We would like to review our funding in the area of technology. Specifically, the funding for iPads as we are not using them as much this year.

We would like to maintain funding for field trips and pursue field trips in the future.





## Minutes

- I. Introductory Procedures
  - i. Call to Order - Meeting was called to order at 9:00 am by Mr. Casas.
  - ii. Welcome/Sign-in [Link](#)
  - iii. Pledge of Allegiance - Conducted by Mr. Casas.
- II. Officer Vote:
  - i. Election of new ELAC members (2a) - No new members were elected.
  - ii. Approval of Minutes from November 03, 2021 [Link](#)  
Amendment(s)? None  
Motion made by Mr. Mariche Second by Mrs. Gomez.  
Unanimously passed? Yes
- III. 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. Academic Needs Assessment [Link](#) - Mr. Casas guided the ELAC members through an Academic Needs Assessment. The committee reviewed current EL programs and data and made recommendations based on this review. The recommendations made were as follows: 1. We would like to see increased funding for tutoring for our English Learners. 2. We would like to see specific tutoring/programs/efforts in the area of reclassification. 3. We appreciate the parent engagement efforts and would like to see sustained parent engagement efforts. 4. We would like to review our funding in the area of technology. Specifically, the funding for iPads as we are not using them as much this year. 5. We would like to maintain funding for field trips and pursue field trips in the future.
  - ii. Training: Reclassification Requirements [Link](#) [ELPAC Link](#) - Mr. Casas shared the current reclassification requirements. Mr. Casas showed the committee how to use a website that offered practice ELPAC tests. Ms. Olvera asked questions about the effectiveness of the iReady test. Mr. Casas explained that the iReady is used as a means of assessing “basic skills in English” in this case. Mrs. Gomez asked questions about her son’s reclassification and Mr. Casas offered to help her individually at another time.
  - iii. CAFE - Mr. Casas explained the purpose of CAFE and encouraged the ELAC members to consider attending in the Spring, when the conference typically takes place.
  - iv. Importance of Attendance - Mr. Casas discussed the importance of attendance. Mr. Casas explained the Short Term Independent Study program and how it is being used at Wells MS. Currently, the program is being used to support students who are in quarantine and any other students who are out of school for short periods of time (suspension, possible expulsion, etc). Mr. Casas also explained that Wells is focused on the “health and wellness” of our students as it relates to attendance.
  - v. EL Budget - Mr. Casas and Mrs. Velardez shared information about the school budget. Mr. Casas explained that as he also reported last month, there is the potential for some of the EL funding to be freed up and reallocated if certain COVID restrictions prevent some of the allocated funds from being spent.
  - vi. DELAC - The DELAC representative was not in attendance.
- IV. SPSA - No information was shared.

V. Principal's Report - Mr. Casas shared information on behalf of Mrs. Ribaud. Mr. Casas shared information about the end of the semester. Mr. Casas also shared information about our recently held school dance.

VI. Other Topics

VII. Adjournment - The meeting was adjourned at 10:20 am. Motion made by Mrs. Gomez, seconded by Ms. Olvera. Passed unanimously.

vii. Next Meeting: January 05 2021 TBA Time: 8:45 a.m.

#### Parliamentary Procedure

People Involved	Statements
Person 1	"I want to make a motion to ____ <i>Approve the Bylaws</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	"Lets 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 opproved/opposed" <i>"Bien, la moción fue aprobada / rechazada"</i>

**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.



## Wells Leadership Meeting Agenda

Date: 04.11.22 Time: 3:30-4:30 Location: Google Meet (Link in Classroom)  
Attendees: Amanda Johnson, Peter Manley, Brian Geil, Tiffany Chase, Jackie Riedell, Alanna Kolonics, Arturo Ramirez, Virginia Sapien, Ofelia Cervera, Karynne Reynoso, Karin Ribaudo

	Items	
<b>Excellence in Action</b>	<ul style="list-style-type: none"> <li>-¡Feliz Cumpleaños, Dra!</li> <li>-CAASPP Testing</li> <li>-New Displays</li> <li>-Other</li> </ul>	
<b>Norms of Collaboration Review</b>	<ul style="list-style-type: none"> <li>· Pausing</li> <li>· Paraphrasing</li> <li>· Posing Questions</li> <li>· Putting Ideas on the Table</li> </ul>	<ul style="list-style-type: none"> <li>· Providing Data</li> <li>· Paying Attention to Self and Others</li> <li>· Presuming Positive Intentions</li> </ul>
<b>21-22 Working Agreements</b>	Talk Straight Demonstrate Respect Keep Commitments	
<b>Discussion</b>	<i>We are learning...</i>  1. input for 22-23  2. SPSA input	<i>So that we can...</i>  1. decide what our priorities are for next school year  2. ensure priorities are captured in our school plan
<b>Parking Lot</b>	<ul style="list-style-type: none"> <li>• Importance of M5 marks; Due by 04/15/22</li> <li>• Targeted students for Summer Academy</li> </ul>	
<b>Commitment Clarification</b>	What: _____ Who: _____ By when: _____	

1. Talk Straight – Be honest and up-front. Say what you think. Give the facts. Make your intentions clear. Don't manipulate people or spin the truth. Don't leave false impressions and be sure to temper the truth with tact, skill and good judgment.
2. Demonstrate Respect – Genuinely care for others. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you.



12. Keep Commitments – Say what you are going to do and then do what you say. Don't break confidences. Make commitments carefully and hold yourself to them.

Accountability Partners:

Amanda and Pete

Arturo and Brian

Alanna and Chase

Jackie and Virginia

Ofelia and Karynne

Rosa and Karin

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## Moving Forward



- Our Values - *We Belong, We Learn We Aspire*
  - Learning still matters!
    - My commitment is to not be lured into conflating *learning* with *test prep, strict same-page pacing, or primary focus on satellite data*
    - By utilizing Street Data to see, hear, and honor our students, we can refine *our Wells Vision of Teaching and Learning* to best serve our students and develop their **agency**
-

# What We Do Best...



- Our Values - *We Belong, We Learn We Aspire*
  - Continue to build student **agency** - 4 components
    - Identity - Students' ways of being, learning, and knowing are valued
    - Belonging - Students feel good about themselves, and feel seen and loved
    - Mastery - Students can build knowledge and demonstrate understanding
    - Efficacy - Students can make a difference
- 

<i>From</i> SATELLITE DATA		<i>To</i> STREET DATA
Superficial	Data story - learning experience	Complex
Shaming	Data picture purpose	Showcasing
Lagging	Data timeline	Immediate
Static	Data snapshot	Dynamic
What's wrong with you?	Story told	What's right with you?
Deficit notion		What matters to you?
		Who do you want to be?

**Wells Middle School  
School Site Council Minutes**

**May 04, 2022**

**Meeting Location Zoom <https://us06web.zoom.us/j/83559818125>**

**Time 3:30-4:30**

**I. Introductory Procedure**

1. Call to Order - at 3:34 p.m. by Jesus Escobedo-Flores
2. Establishment of Quorum - a quorum was established. Administrator: Mrs. Karin Ribaudó. Teachers: Ms. Marissa Vasquez, Mrs. Nancy Valdez, Mrs. Jackie Riedell (arrived at 3:42 s.m.), Mr. Juan Casas. Students: Mr. Jesus Escobedo-Flores. Parents: Mrs. Arcelia Mendoza (left at 4:15 p.m.). Additional/other: Teacher Librarian Miss Kelly Cochrun. Interpreter: Mr. Carlos Garcia.
3. Pledge of Allegiance - led by Mr. Jesus Escobedo-Flores
4. Welcome and Introductions - Mrs. Ribaudó welcomed everyone to the last SSC of the 2021-2022 school year.

**II. Action Items**

1. Approve minutes from April 06, 2022 - it was motioned/seconded/carried to approve the minutes from April 6, 2022 (Ribaudó/Casas/7-0-0)
2. Approve Expenditures for Title I:
  - a. Copier Lease - \$1934
  - b. Copier Costs - \$4460

Mrs. Ribaudó informed the group that Items a & b are mandated expenses by the District Office and cannot be used from other funding sources.

  - c. Programs not purchased by district - NTE \$3000 - There is no word yet on which supplemental programs the District Office will fund (i.e.: Kami, Go Guardian, Nearpod, etc.). Mrs. Ribaudó shared a list of programs that all middle schools are requesting to be funded by the DO, Wells also requested PearDeck since most staff use it. Wells does want the upgraded version of PearDeck which the DO may not fund if they choose to only purchase basic programs. It was motioned/seconded/carried to approve the programs not purchased by the district (Cochrun/Vasquez/8-0-0).
3. Approve site budgets for 2022-2023
  - a. Title I - \$29,800
  - b. LCFF-EL - \$24,505
  - c. LCFF-LI - \$33,660

The dollar amounts are fixed, but are about the same as 2021-2022 school year. LI has slightly more than 2021-2022. Mrs. Ribaudó explained that she collected all of the information from all Wells stakeholders and used that to set priorities for budget allocations in the SPSA. Miss Cochrun asked if the two book orders that were just cancelled by the vendor and the DO were included in this budget since one was a large purchase for a schoolwide read and needs to be ordered next school year. Mrs. Ribaudó responded no, and that she was not aware of the cancellation. Mr. Casas asked if these funds can be carried forward into the next school year, to which the answer was no. It was motioned/seconded/carried to approve the site budgets for 2022-2023 (8-0-0).
4. Approve the 2022-2023 School Plan for Student Achievement - Mrs. Ribaudó read through each Goal which included the input supplied from all groups during the school year. The input was collected from the staff priority survey, student priority survey, and the caretaker priority survey; and the School Plan was built from the survey results. Mrs. Ribaudó shared all of the street data she had. All survey and data information will be the backup material to the School Plan when it is turned in. She said that the school plan may not align with the new principal's vision and that he/she can adjust the plan if he/she feels it is necessary. The CAASP results are not yet available, and since the CAASP has not been taken by the students for two years, it is not included in the school plan. ELPAC results are also not yet available and are not included in the school plan. Students have been taking i-Ready for the 2021-2022 school year but teachers feel the data is not reliable due to burnout from weekly usage and frequent diagnostics.

Goal 1: Mrs. Ribaldo read the goal, needs, and activities sharing that the idea is for students to show growth, which lines up with learning and mastery. Wells students are more than a test score and Mrs. Ribaldo wants to make sure others know that. She then went on to share SSC's (School Site Council's) input from our previous meeting. Miss Cochrun asked what SAAVAS was when someone asked about it. Mrs. Ribaldo explained that it is the supplemental program that the science department is using. Ms. Vasquez asked about site licenses to continue using the program to which Mrs. Ribaldo said it would be up to the new principal and the current licenses expire in October 2022.

Goal 2: Mrs. Ribaldo read the goal, needs, and activities sharing that the goal is regarding student outcomes. She read the input from SSC and compared the survey results on making a difference at Wells. The school plan includes 2 release days for classroom teachers to schedule throughout the year which costs about \$11,000. Mr. Casas mentioned that in the ELAC meeting the members said that teachers used to go to CABA as well as parents, and they would like to see teachers attending CABA again.

Goal 3: Mrs. Ribaldo read the engagement goal and stated that the wording of this goal is set by the District Office and cannot be changed. Mrs. Ribaldo said that due to the type of year it has been with students needing to relearn learning in a school building the metric for suspensions and behavior are not included in the school plan. Teachers have stated that having a budget for clubs is important. They feel that clubs should have a budget to create what the club is about and encourage students to participate. Funding for family engagement activities will also continue.

Mrs. Ribaldo said that the next step is to share the School Site Plan with the staff. Mr. Casas shared that even though Mrs. Ribaldo is leaving her principalship and Wells to go back to teaching science and La Sierra High School while her own children are still in high school, he appreciates the effort that she put into working on the plan. Mrs. Ribaldo said that Wells is a special place and will always have a place in her heart. Ms. Vasquez is concerned that the school might have to pay for SAAVAS. She has taught her Wells for 10 years with no standards-aligned curriculum. When asked if there are any revisions, Mrs. Ribaldo added a note to the EL budget that funds are better spent on school enrichment for students instead of on SAAVAS which could be supported at the district level. It was motioned/seconded/carried to approve the School Site Plan (Cochrun/Casas/7-0-0).

### III. Discussion/Information

1. Budget Reports by Funding Source - Explained in detail through the SPSA Review
2. [SSC Committee Self-Evaluation](#) - completed as a team
3. Plan Election Cycle for August 2022 - an interest/nomination survey will be sent to the staff. Mrs. Ribaldo is willing to have the new principal conduct the election if the staff wants to wait until August 1, 2022, since many staff members are retiring and transferring. Student members and parent members' nominations will be the first full week of the 2022-2023 school year and elections will be held the second full week of school. The first SSC meeting will be in September 2022.
4. School Plan for Student Achievement (SPSA)
  - Continue monitoring student progress and implementation of SPSA goals/actions [Monitoring begins again with new plan](#)
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) - Mr. Casas said that there was nothing additional to add in addition to the CABA comments mentioned in Goal 2 of the SPSA.
  - Action Team for Partnership (ATP) - nothing to include at this time
  - District Parent Advisory Committee (PAC) - Ms. Mendoza had to leave the SSC meeting before it ended and did not have an opportunity to share anything, if there was information to share.
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers) - there was a professional development opportunity for EL and Special Education teachers and Co-Teachers on April 19, 2022.
  - Parent and Family Involvement Opportunities - Wells can once again have in-person parent involvement opportunities. Parents are invited to the awards assembly for their student(s). The evening of May 17 is the 8th grade awards assembly and the evening of May 18 is the 6th and 7th grades assembly. 8th grade Promotion is at Zack Earp Stadium, located at Norte Vista HS, on May 26.

- Interventions - the current focus is for 8th grade students who do not currently meet promotion requirements, and 6th & 7th grade students who would not meet promotion requirements if they were in 8th grade. Part of the intervention is to work one-on-one to see what assignments the student can turn in and hopefully become promotion ceremony eligible. This summer, Summer Academy is at Wells MS.
7. Principal's Report - Final interviews for the new principal are on May 11, 2022. The interview panel will consist of the Wells community of teachers, classified staff, students, and parents. Mrs. Ribaud ended by thanking the committee for their support and input this and all other years of her time at Wells.

#### **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.*

#### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 07, 2022
3. Adjournment: Action Item - it was motioned/seconded/and carried to adjourn the final SSC meeting of the 2021-2022 school year at 4:53 p.m. (Cochrun/Ribaud/7-0-0)

**Wells Middle School  
School Site Council Agenda**

**December 01, 2021**

Meeting Location Zoom <https://us06web.zoom.us/j/83559818125>

**Time 3:30-4:30**

**I. Introductory Procedure**

1. Call to Order - 3:36 p.m. by Mrs. Ribaudó
2. Establishment of Quorum - a quorum was established. Administrator: Mrs. Karin Ribaudó. Teachers: Ms. Marissa Vasquez, Mrs. Nancy Valdez, Mr. Juan Casas, Mrs. Jackie Riedell. Students: Miss Aurora Gatewood, Mr. Jesus Escobedo Flores (arrived at 3:48 p.m.). Parents: Mrs. Arcelia Mendoza. Additional/other: Teacher Librarian Miss Kelly Cochrun. Interpreter: Mrs. Patricia Arvide. Administrator (non-voting): Mrs. Rosa Velardez.
3. Pledge of Allegiance - conducted by Miss Aurora Gatewood
4. Welcome and Introductions - Aurora introduced herself, and Mrs. Ribaudó stated the other members.

**II. Action Items**

1. Approve minutes from November 03, 2021 - it was motioned/seconded/carried to approve the minutes from November 3, 2021 (Ribaudó/Riedell/8-0-0)
2. Approve Expenditures for December 01, 2021 (None to approve) - nothing to approve

**III. Discussion/Information**

1. Budget Reports by Funding Source - Mrs. Ribaudó reported that nothing has changed but informed the committee that changes in guidelines regarding band instruments and have become more strict. The instruments now require a PPE device. Due to the substitute shortage and absences, the committee may need to begin rethinking how some professional development and release day funds will be spent.
2. Training Topics:
  - Current School Accountability Report Card - data is not yet uploaded to review
  - Comprehensive School Safety Plan - Mrs. Velardez gave the background to the School Safety Plan highlighting certain categories (suspension and expulsions, discrimination and harassment, dress code policy, and parent involvement). She shared that the plan tells the roles of the staff members and what classroom teachers do in the event of a disaster or emergency, if Wells is in a crisis what is done by informing the district office and nearby schools, and if other schools are in a crisis situation that they call Wells. Mrs. Velardez also stated that each month Wells has a drill. There are different types of drills and each type is practiced during the school year.

Mr. Casas shared what he felt was a weakness in a recent crisis in another state that could become a weakness at Wells. It appears that the person who caused the crisis was trying to impersonate a police officer to gain access to barricaded classroom. Mr. Casas wondered if we should have a code that teachers would know it was safe to open a door for law enforcement. Mrs. Ribaudó responded that we do not open the door. Miss Cochrun asked if law enforcement would have a hard key to unlock classroom doors during a lockdown while they are sweeping classrooms. Mrs. Ribaudó said yes. Mr. Casas also shared a concern that students do not always hear announcements over the all-call speaker system. He asked if there could be a different sound that when everyone heard this one sound they would know that there is an emergency lockdown situation and students would know to move quickly. Mr. Jesus Escobedo shared a concern about intruders jumping over the fences at the back of the school. Mrs. Ribaudó reassured him

and other committee members that there are multiple eyes watching the campus throughout the school day and student safety is our priority.

3. School Plan for Student Achievement (SPSA) - Mrs. Ribaud shared the survey results on school perception. It was asked if the students and parents would take the survey again before the end of the school year to have data to compare. The response was yes. It was suggested that the parent survey possibly be given in conjunction with another event (Parent-Teacher Conferences, for example) to get more participation.
  - Continue monitoring, reviewing and updating SPSA goals/actions
  - Document Input from SSC members
4. [Local Control and Accountability Plan](#) Input - tabled until January 5, 2022
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) - Mr. Casas shared that the committee met today in the morning. He stated that their task was to complete an Academic Needs Assessment that looks at opportunities the school offers and what is needed at the school to help our English Learners. The ELAC team feels that Wells MS has a healthy program that fits the needs of the students. He also shared that there are four different languages that make up the EL learners at Wells. ELAC had the following recommendations: increase money for tutoring for EL's; specific tutoring/programs/efforts in reclassification process of students; parent engagement efforts and efforts to sustain parent involvement; review funding for technology; and maintain money for field trips and to pursue field trips.
  - Action Team for Partnership (ATP) - nothing to report
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers) - Teachers have a co-teaching opportunity and can get time to plan together to co-teach a lesson/unit. And the 3rd Tuesdays of each month are for Professional Development offered at Wells by colleagues. Teachers requested more variety of topics. Additional topics and colleagues are working to have additional options.
  - Parent and Family Involvement Opportunities - Coffee with the Counselors is scheduled for January 14, 2022. The end of the semester is December 16, 2021, with a teacher work day on December 17, 2021, to submit semester grades.
  - Interventions - In addition to the two intervention teachers for English Language Arts and Math, after every six-week grading period, the counselors meet with the students who would be considered non-promoting if it were the end of the school year to encourage them and work towards a plan to get them additional help and improve their grades. Tardies have also increased. Mr. Ramirez met with Mrs. Ribaud about this concern and is gathering data to spot trends and outliers, such as 1st-period tardies vs. other periods.
7. Principal's Report - Explained all above

#### IV. Hearing Session/Public Comments

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#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 01/05/2022
3. Adjournment: Action Item - It was motioned/seconded/carried to adjourn the meeting at 4:47 p.m. (Vasquez/Riedell/9-0-0)

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## Wells 21-22 SPSA - Stakeholder Input

SPSA Goal 1 - 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.

Wells Core Value - WE LEARN

Student Agency - MASTERY - Students can build knowledge and demonstrate understanding

### GOALS

21-22	Input on 22-23 Plan	22-23 DRAFT
<ol style="list-style-type: none"> <li>1. Reading Goal: 52% at risk for Tier 3; 24% Tier 2; 24% Tier 1</li> <li>2. Math Goal: 51% at risk for Tier 3; 33% Tier 2; 16% Tier 1</li> <li>3. Every English Learner will increase her/his overall ELPAC score by more than 15 points</li> </ol>	<p>CAASPP Data - Summer '22 ??Spring iReady Scores What is measurable</p> <p>We do not have SBAC - that will be the new baseline - if we keep iReady for 1 more year, then we can switch back to SBAC</p> <p>Should we switch again?</p> <p>Nothing will be perfect, so should we keep chasing things when nothing will be perfect?</p> <p>Time spent vs return?</p> <p>Useful to have a tool to measure growth</p> <p>?? Common assessments?- For comprehensive course of study</p> <p>Teacher-written assessments</p> <p>Vertical alignment across grades</p> <p>Highly qualified teachers... credentials?</p> <p>Professional development to support "highly qualified" less of <i>here you go... figure it out...</i> and more formal training</p> <p>Who is the judge of "Highly Qualified"? Who are our customers? What do our students have to say about if we care, if we connect, how effective our practices are? Ask our students...</p> <p>?? Supplemental program for EL supports in history classes</p>	<ol style="list-style-type: none"> <li>1. _100?___ % of students, caregivers, and staff will report that they are taught a comprehensive course of study</li> <li>2. _100?___ % of students, caregivers, and staff will report that the Wells Staff are highly qualified</li> <li>3. _100?___ % of students, caregivers, and staff will report that Wells is clean and in good repair</li> </ol>

## IDENTIFIED NEEDS

21-22	Input on 22-23 Plan - What might we agree to as a whole-school commitment to LEARNING <ul style="list-style-type: none"> <li>Comprehensive course of study</li> <li>Highly qualified staff</li> <li>School that is clean and in good repair</li> </ul>	22-23 DRAFT
<ul style="list-style-type: none"> <li>Current Hybrid iReady Diagnostic in Reading: 62% at risk for Tier 3; 19% Tier 2; 19% Tier 1</li> <li>Current Hybrid iReady Diagnostic in Math: 61% at risk for Tier 3; 28% Tier 2; 11% Tier 1</li> <li>In 21-22, 306/813 students are ELs, or 38%.</li> <li>Of all ELs, approximately 90% are Long Term English Learners (LTELs) or at risk for becoming an LTEL</li> </ul>	<p>??Does iReady count as comprehensive course of study?</p> <p>Do we want iReady next year?</p> <p>If we don't use it, how would we show growth?</p> <p>Would common assessments (written by us for us) work to show growth?</p> <p>If done authentically, can be useful - who is being more effective? Are teachers willing to make changes?</p> <p>iReady isn't authentic because kids don't try - it's long and it's boring; not an accurate representation; short CFAs would provide more info than iReady</p> <p>Student schedules take care of comprehensive course of study - all students have 6 classes</p> <p>Standards address comprehensive course of study; should there be commonalities across all sections of a course?</p> <p>What is highly qualified and how do we measure it? Opinions? Degrees? Training?</p> <p>Satellite data - we have degrees and certificates; satellite data - perception of staff</p> <p>Perception data helps us measure if we are measuring up to our qualifications?</p> <p>3rd element - school clean and in good repair - Williams act inspection, FIT report</p> <p>Math Input from February 2022</p>	<ul style="list-style-type: none"> <li>Student survey, California Healthy Kids Survey, and school Climate survey results suggest that not all stakeholders agree that all students are taught a comprehensive course of study (INPUT SURVEY RESULTS)</li> <li>iReady and ELAC scores reveal that not all students are at grade level (INPUT ACCURATE STATISTICS)</li> <li>The above mentioned surveys suggest that not all teachers feel 100% trained, and other stakeholders report that not all Wells staff receive the training needed to be highly qualified (INPUT STATS)</li> <li>Survey data supports that Wells can improve in cleanliness and being in good repair</li> <li>Our school's FIT report was not 100%</li> </ul>

	<p><b>Conditions of Learning:</b>  Students will be <u>enrolled</u> in a comprehensive course of study <u>taught</u> by highly qualified staff in schools that are <u>clean and in good repair</u>.</p> <ul style="list-style-type: none"> <li>• Advance diversity and inclusiveness by having diverse certificated and classified staff</li> <li>• Support underrepresented students by explicitly teaching them how to apply and finish a degree</li> </ul>	
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#### ACTIVITIES

21-22	Input on 22-23 Plan	22-23 DRAFT Budget
<ol style="list-style-type: none"> <li>1. Support the academic achievement of students through interventions including Homework Zone, Academic coaching, and SEL supports such as academic enrichment opportunities (clubs)</li> <li>2. Provide student and teacher access to print resources and appropriate technology to access curriculum, interventions, and enrichment opportunities</li> <li>3. Provide a stipend for a site English Language Facilitator to oversee ELAC, Reclassification, and monitoring of RFEPs</li> <li>4. 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,</li> </ol>	<p>ELAC Input:  Increased funding for tutoring our ELs  Specific tutoring / programs / efforts in the area of reclassification  Sustained parent engagement efforts  Not using iPads as much this year  Maintain funding for field trips and pursue field trips in the future</p>	<ol style="list-style-type: none"> <li>1. Support the academic achievement of students through interventions including Homework Zone, WIN, or other tutoring, Academic coaching, and SEL supports such as academic enrichment opportunities (clubs)</li> <li>2. Provide student and teacher access to print resources and appropriate technology to access curriculum, interventions, and enrichment opportunities</li> <li>3. Provide a stipend for a site English Language Facilitator to oversee ELAC, Reclassification, and monitoring of RFEPs</li> <li>4. 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</li> </ol>

<p>and cultural proficiency.</p> <p>5. Provide supplemental science, math, and history materials to support writing, communicating reasoning, and acquisition of content standards</p> <p>6. 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</p>		<p>language development, and cultural proficiency.</p> <p>5. Provide supplemental ELA, science, math, and history materials, guest speakers, and off-campus learning experiences to support reading, writing, communicating reasoning, and acquisition of content standards</p> <p>6. 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</p>
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SPSA Goal 2 - Pupil Outcomes: Students will be prepared to be college and career ready when they graduate from high school

Wells Core Value - WE ASPIRE

Student Agency - EFFICACY - Students can make a difference

## GOALS

21-22	Input on 22-23 Plan	22-23 DRAFT
<p>1. 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</p>	<p>1. Similar?? Solid goal... different competing pressures for just promoting - are we getting caught up in that number? Use of planners - organize yourself, time management, how to study What can we commit to schoolwide to support positive study habits? Multi-subject project (??)</p>	<p>1. __50?__ % of students, caregivers, and staff will report that students feel prepared to be college and career ready when they graduate from high school</p> <p>2. Wells students will enter high school prepared for high school, college, and careers, and able to articulate future</p>



		aspirations, as evidenced by a 95% promotion rate
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#### IDENTIFIED NEEDS:

21-22	<p>Input on 22-23 Plan - What might we agree to as a whole-school commitment to ASPIRATIONS</p> <ul style="list-style-type: none"> <li>Graduate from high school</li> <li>Prepared to be college ready</li> <li>Prepared to be career ready</li> </ul>	22-23 DRAFT
<ul style="list-style-type: none"> <li>At M5, Hybrid non-promotion (NP) rate was 30%, and VA NP rate was 69%. Overall Wells NP rate was 43%.</li> <li>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</li> <li>In a Wells student survey in January 2021, 61% of students reported trying their best in school, and 5% reported they did not.</li> </ul>	<p>Use of calendar / agenda Time management Look at grades - what's missing and how do we make up missing work</p> <p>Math Input from February 2022</p> <p><b>Pupil Outcomes:</b> Students will be <u>prepared</u> to be college and career <u>ready</u> when they graduate from high school</p> <ul style="list-style-type: none"> <li>UC Davis Robotics/Mathematics for Math 6, Math 7, &amp; Math 8</li> <li>Rigorous and relevant Math curricula: adopt an online-based math curricula</li> </ul>	<ul style="list-style-type: none"> <li>Survey results indicate that not all students feel prepared (INSERT DATA)</li> <li>NP rate data</li> </ul>

#### ACTIVITIES:

21-22	Input on 22-23 Plan	22-23 DRAFT Budget
<ol style="list-style-type: none"> <li>School Planners</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li></li> </ol>	<ol style="list-style-type: none"> <li>Teach calendaring, planning and time management through school planners and other organizational tools</li> <li>Connect students and train staff in relevant, rigorous elective offerings, including STEM/PLTW, CTE, AVID, Band, Leadership, and Interventions,</li> </ol>

		including expansion of exposure to college and careers information through guest speakers and/or off-campus trips
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Goal 3 - Engagement: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff

Wells Core Value - WE BELONG

Student Agency - BELONGING - Students feel good about themselves, and feel seen and loved  
 IDENTITY - Students' ways of being, learning, and knowing are valued

#### GOALS:

21-22	Input on 22-23 Plan	22-23 DRAFT
1. 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.	We do a good job trying to get the community connected to school - all the same goal All school same novel - connects our school community together Bring all subjects in to the novel read... timeline? Connections to all disciplines? Plan multidisciplinary connections to the novel Elective offerings - would love to see art and music have increased offerings. Are our electives providing enrichment to our students' brains? An artistic break? Art relaxes the mind - do our electives provide a break from technology and a relaxing space?	1. _80_ % of students, caregivers, and staff will report that Wells is an environment which fosters school connectedness 2. _80_ % of students, caregivers, and staff will report that Wells is inclusive of students, parents, and staff

#### IDENTIFIED NEEDS:

21-22	Input on 22-23 Plan - What might we agree to as a whole-school commitment to BELONGING	22-23 DRAFT
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	<ul style="list-style-type: none"> <li>• Environment that fosters school connectedness</li> <li>• Inclusive of students</li> <li>• Inclusive of parents</li> <li>• Inclusive of staff</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Parents reported feeling welcome and having opportunities to participate in our School Climate Survey.</li> </ul>	<p>Math Input from February 2022</p> <p><b>Engagement:</b> Students will be <u>educated</u> in an environment which fosters school <u>connectedness</u> and is <u>inclusive</u> of students, parents, and staff</p> <ul style="list-style-type: none"> <li>• Frontloading our students when necessary to equip them to learn the grade-level Math curriculum</li> <li>• Applying research-based strategies in engaging students to learn Math: <ul style="list-style-type: none"> <li>- Identifying similarities and differences</li> <li>- Summarizing and note taking</li> <li>- Reinforcing effort and providing recognition</li> <li>- Homework and practice</li> <li>- Setting objectives and providing feedback</li> <li>- Generating and testing hypothesis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Survey data suggest that not all students feel connected (INSERT DATA)</li> <li>• Survey data suggest that not all stakeholders believe that Wells is inclusive of students, parents, and staff (INSERT DATA)</li> </ul>

	<ul style="list-style-type: none"> <li>- Questions, cues, and advance organizers</li> <li>• Building connections between school and home by contacting parents/students through Parent Teacher Home Visits (from Family Engagement Office by Dr. Cisneros) via Google Meet</li> <li>• Utilizing Google Apps to construct lessons as a way to engage students</li> <li>• Infusing online Math resources</li> <li>• Continue to have a variety of guest speakers to increase the relevance of learning</li> <li>• Professionals from the real world give presentations about the subject being taught.</li> </ul>	
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#### ACTIVITIES:

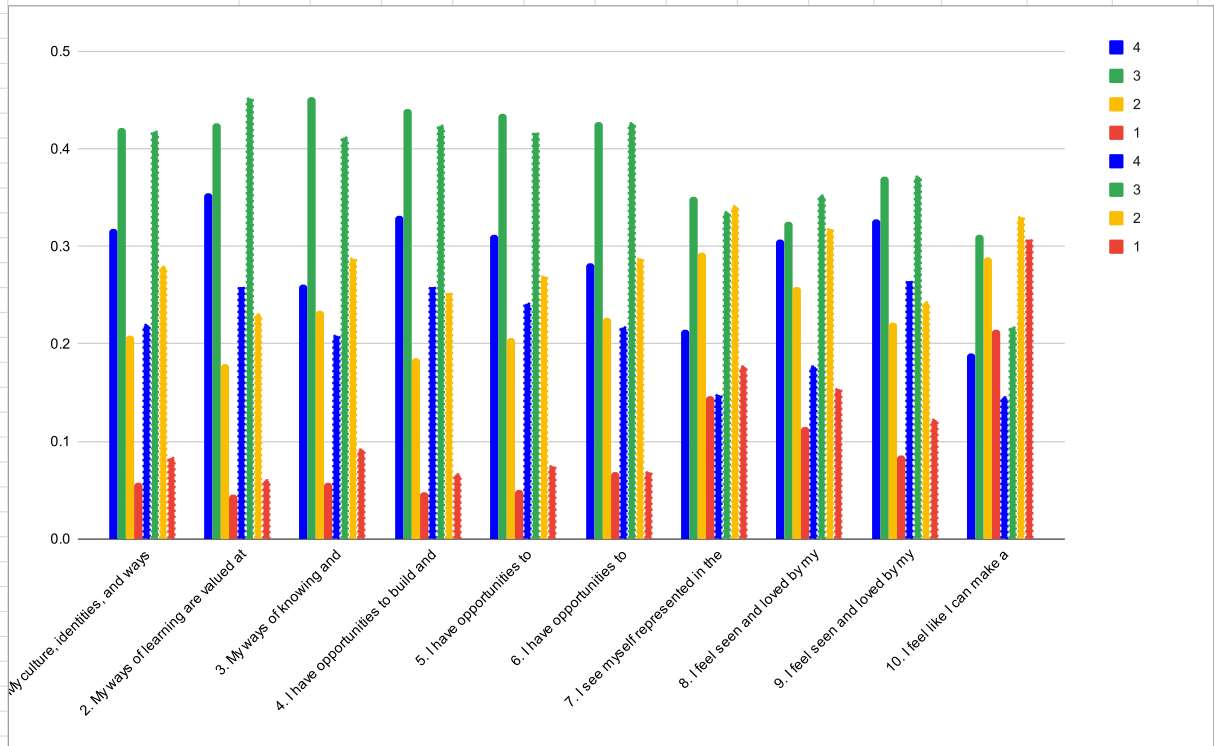
21-22	Input on 22-23 Plan	22-23 DRAFT Budget
<ol style="list-style-type: none"> <li>1. Use technology and software to increase student safety and engagement and to track student participation in intervention and enrichment activities</li> <li>2. Focus on student belonging through exploration of options for common SEL lessons / PD / student and staff supports, including but not limited to restorative</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use technology and software to increase student safety and engagement and to track student participation in intervention and enrichment activities</li> <li>2. Focus on student belonging through exploration of options for common SEL lessons / PD / student and staff supports, including but not limited to restorative</li> </ol>

practices and trauma-informed practices 3. Utilize extra-curricular enrichment activities to support student engagement and connectedness to school 4. Support family engagement through activities such as Wells Parent University, family engagement opportunities, and Cultural Proficiency training for staff.		practices and trauma-informed practices 3. Utilize extra-curricular enrichment activities to support student engagement and connectedness to school 4. Support family engagement through activities such as Wells Parent University, family engagement opportunities, and Cultural Proficiency training for staff.
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## Street Data Student Survey 21-22 - Sem 1 vs Sem 2

N	S1	S2
6	258	178
7	186	155
8	213	136
Total	657	469

SPSA Goal		Semester 1 (October)				Semester 2 (April)				Families Semester 1 (October) N=15			
		4	3	2	1	4	3	2	1	4	3	2	1
3	1. My culture, identities, and ways of being are valued at Wells	31.70%	42%	20.70%	5.60%	22%	41.80%	27.90%	8.30%	73.30%	20%	6.70%	0
1	2. My ways of learning are valued at Wells	35.30%	42.50%	17.80%	4.40%	25.80%	45.20%	23%	6%	66.70%	33.30%	0	0
3	3. My ways of knowing and understanding the world are valued at Wells	25.90%	45.20%	23.30%	5.60%	20.90%	41.20%	28.80%	9.20%	73.30%	26.70%	0	0
1	4. I have opportunities to build and construct my own knowledge in my classes	33%	44%	18.40%	4.60%	25.80%	42.40%	25.20%	6.60%	73.30%	20%	6.70%	0
1	5. I have opportunities to demonstrate understanding to peers and teachers in my classes.	31.10%	43.50%	20.50%	4.90%	24.10%	41.60%	26.90%	7.50%	66.70%	26.70%	6.70%	0
2	6. I have opportunities to demonstrate understanding to the community or groups of people beyond my classrooms	28.20%	42.60%	22.50%	6.70%	21.70%	42.60%	28.80%	6.80%	60%	33.30%	6.70%	0
3	7. I see myself represented in the staff, curriculum, and school culture	21.30%	35%	29.20%	14.50%	14.70%	33.50%	34.10%	17.70%	66.70%	20%	13.30%	0
3	8. I feel seen and loved by my teachers	30.60%	32.40%	25.70%	11.30%	17.70%	35.20%	31.80%	15.40%	66.70%	20%	13.30%	0
3	9. I feel seen and loved by my peers	32.60%	37%	22.10%	8.40%	26.40%	37.10%	24.30%	12.20%	53.30%	26.70%	13.30%	6.70%
2	10. I feel like I can make a difference here at Wells	18.90%	31.10%	28.80%	21.30%	14.50%	21.70%	33%	30.70%	73.30%	26.70%	0	0





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# Wells Middle School

We Belong • We Learn • We Aspire

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## 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.

# 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**



Other: Leadership

Jackie Riedell, Dept. Chair

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 05/04/22.

Attested:



Principal, Karin Ribaudon on 05/04/22

Jesus Escobedo Flores

SSC Chairperson, Jesus Escobedo Flores on 05/04/22





# 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
Ysmael Villegas Middle School	33-66977-6120109	May 12, 2022	

## 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 instruction 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.
- iReady, CAASPP, 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 Diagnostic Assessments are administered three times per year in ELA courses to determine student Lexile levels, guide instruction, provide support lessons, and improve student achievement.
- iReady Diagnostic Assessments are administered three times per year in Math courses to determine student levels, guide instruction, provide support lessons, 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 MTSS team meets weekly and the Leadership Team meets monthly to review student data and interventions.
- All teachers (including enrichment and PE) meet weekly in PLC's to review 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 and ELA teachers use iReady data to determine student levels, guide instruction, provide interventions, and improve student achievement.
- Students are scheduled in to intervention classes or assigned to the Intervention teacher for a pull-out program in reading and math based on data scores. Student placement in these programs is fluid and data is assessed on a consistent cycle to move students in and out of these interventions.

## 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.
- The intervention teacher provides a Literacy Lab during zero period to support student's academic progress.



### 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 set of textbooks for home use.
- All students are provided a Chromebook for instructional use. It is checked out to them to use the entire year, both at school and for use home daily.

### 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 Literacy Center is opened before school, during zero period, to support students in the curricular subject areas.
- Brainpop supports all content areas as an extension of common core standards based instruction.
- Students are provided with individual Chromebooks 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. This is funded by LCFF-LI
- 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 2, 2021 and May 5, 2022  
PTO - May 11, 2022

Leadership - November 1, 2021, February 7, 2022, and May 2, 2022  
School Site Council - October 14, 2021, December 9, 2021, January 13, 2021, February 10, 2022, April 21, 2022, May 12, 2022  
School Safety Committee - November 15, 2021 and February 13, 2021

## 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
- The iReady assessment used to gather data to measure growth and goal attainment is a diagnostic, not a summative assessment. It is also very long and impacted by reading skills.
- 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.36%	0.3%	0.22%	5	4	3
African American	6.74%	5.8%	5.65%	94	77	77
Asian	7.46%	7.1%	6.46%	104	93	88
Filipino	3.23%	3.5%	3.01%	45	46	41
Hispanic/Latino	64.01%	65.4%	67.03%	893	863	913
Pacific Islander	0.72%	0.8%	0.73%	10	10	10
White	15.84%	14.9%	14.68%	221	197	200
Multiple/No Response	1.65%	2.1%	2.20%	23	27	30
Total Enrollment				1,395	1,319	1362

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	476	430	450
Grade 7	418	479	438
Grade 8	501	410	474
Total Enrollment	1,395	1,319	1,362

### Conclusions based on this data:

1. Enrollment has stayed consistent for the last two school years.
2. The average class size is typically about 450 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	250	245	181	17.9%	18.6%	
Fluent English Proficient (FEP)	295	279		21.1%	21.2%	
Reclassified Fluent English Proficient (RFEP)	74	6		24.2%	2.4%	

### Conclusions based on this data:

1. The percentage of our language learners has decreased over the past three years.
2. The reclassification rate has been inconsistent. This could be based on several factors, including distance learning, changing to the ELPAC, and use of iReady instead 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	488	419	436	482	414	0	482	414	0	98.8	98.8	0.0
Grade 7	493	510	481	491	505	0	491	505	0	99.6	99	0.0
Grade 8	416	478	413	410	467	0	410	467	0	98.6	97.7	0.0
All Grades	1397	1407	1330	1383	1386	0	1383	1386	0	99	98.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2522.	2523.		17.63	17.15		32.99	31.16		25.10	27.54		24.27	24.15	
Grade 7	2524.	2546.		9.98	12.87		31.77	37.03		25.87	25.74		32.38	24.36	
Grade 8	2562.	2545.		14.88	11.99		35.37	30.84		29.76	27.19		20.00	29.98	
All Grades	N/A	N/A	N/A	14.10	13.85		33.26	33.19		26.75	26.77		25.89	26.19	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	23.65	21.50		44.40	46.62		31.95	31.88	
Grade 7	17.31	23.17		47.45	47.33		35.23	29.50	
Grade 8	23.17	17.56		48.05	46.90		28.78	35.55	
All Grades	21.26	20.78		46.57	46.97		32.18	32.25	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	23.86	23.91		47.10	52.66		29.05	23.43	
Grade 7	18.33	27.13		44.40	50.69		37.27	22.18	
Grade 8	24.63	17.56		50.49	56.75		24.88	25.70	
All Grades	22.13	22.94		47.14	53.32		30.73	23.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.18	17.15		61.83	64.01		21.99	18.84	
Grade 7	9.16	10.50		64.15	68.71		26.68	20.79	
Grade 8	16.10	10.92		64.39	68.09		19.51	20.99	
All Grades	13.67	12.63		63.41	67.10		22.92	20.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.63	25.85		51.45	51.45		19.92	22.71	
Grade 7	24.44	26.93		51.53	49.70		24.03	23.37	
Grade 8	26.59	22.06		55.85	47.54		17.56	30.41	
All Grades	26.54	24.96		52.78	49.49		20.68	25.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	487	420	436	484	418	0	483	418	0	99.4	99.5	0.0
Grade 7	494	510	481	492	506	0	492	506	0	99.6	99.2	0.0
Grade 8	416	478	413	410	469	0	410	469	0	98.6	98.1	0.0
All Grades	1397	1408	1330	1386	1393	0	1385	1393	0	99.2	98.9	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2526.	2512.		21.53	17.46		22.98	19.62		29.40	31.10		26.09	31.82	
Grade 7	2516.	2528.		13.82	15.22		18.90	24.70		29.47	27.67		37.80	32.41	
Grade 8	2552.	2529.		21.71	17.06		16.10	15.35		30.49	24.52		31.71	43.07	
All Grades	N/A	N/A	N/A	18.84	16.51		19.49	20.03		29.75	27.64		31.91	35.82	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	29.81	24.88		35.61	34.21		34.58	40.91	
Grade 7	22.15	25.69		28.66	31.82		49.19	42.49	
Grade 8	23.66	21.11		39.51	30.70		36.83	48.19	
All Grades	25.27	23.91		34.30	32.16		40.43	43.93	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.46	14.83		47.62	45.45		32.92	39.71	
Grade 7	13.82	16.40		46.54	49.60		39.63	33.99	
Grade 8	23.41	17.48		50.49	37.53		26.10	44.99	
All Grades	18.63	16.30		48.09	44.29		33.29	39.41	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	21.74	17.94		45.34	44.98		32.92	37.08	
Grade 7	15.45	17.98		54.88	57.91		29.67	24.11	
Grade 8	21.22	20.26		53.41	44.99		25.37	34.75	
All Grades	19.35	18.74		51.12	49.68		29.53	31.59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1532.8	1520.9	1524.9	1532.1	1514.7	1533.2	1533.0	1526.5	1516.0	100	76	61
7	1542.9	1527.9	1529.4	1539.0	1528.9	1541.2	1546.4	1526.4	1517.0	97	95	75
8	1568.5	1548.6	1552.0	1558.1	1542.8	1561.3	1578.3	1553.8	1542.1	65	89	57
All Grades										262	260	193

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	34.00	14.47	24.59	37.00	46.05	29.51	20.00	31.58	21.31	*	7.89	24.59	100	76	61
7	42.27	24.21	25.33	34.02	36.84	38.67	19.59	23.16	18.67	*	15.79	17.33	97	95	75
8	63.08	17.98	28.57	24.62	47.19	37.50	*	26.97	23.21	*	7.87	10.71	65	89	56
All Grades	44.27	19.23	26.04	32.82	43.08	35.42	16.41	26.92	20.83	6.49	10.77	17.71	262	260	192

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	57.00	30.26	45.90	29.00	44.74	21.31	12.00	17.11	11.48	*	7.89	21.31	100	76	61
7	57.73	38.95	48.00	29.90	32.63	28.00	*	17.89	10.67	*	10.53	13.33	97	95	75
8	70.77	42.70	42.86	18.46	34.83	35.71	*	12.36	16.07	*	10.11	5.36	65	89	56
All Grades	60.69	37.69	45.83	26.72	36.92	28.13	9.54	15.77	12.50	*	9.62	13.54	262	260	192

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	20.00	7.89	4.92	25.00	35.53	18.03	31.00	38.16	40.98	24.00	18.42	36.07	100	76	61
7	28.87	9.47	2.67	25.77	32.63	24.00	23.71	31.58	46.67	21.65	26.32	26.67	97	95	75
8	56.92	14.61	8.93	21.54	29.21	32.14	*	35.96	35.71	*	20.22	23.21	65	89	56
All Grades	32.44	10.77	5.21	24.43	32.31	24.48	23.28	35.00	41.67	19.85	21.92	28.65	262	260	192

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	37.00	28.95	16.39	55.00	55.26	49.18	*	15.79	34.43	100	76	61
7	32.99	23.16	13.33	53.61	55.79	62.67	13.40	21.05	24.00	97	95	75
8	46.15	14.61	14.29	44.62	70.79	69.64	*	14.61	16.07	65	89	56
All Grades	37.79	21.92	14.58	51.91	60.77	60.42	10.31	17.31	25.00	262	260	192

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	68.00	44.74	80.49	28.00	43.42	17.07	*	11.84	2.44	100	76	41
7	79.38	50.53	77.08	17.53	36.84	16.67	*	12.63	6.25	97	95	48
8	92.31	53.93	76.47	*	34.83	17.65	*	11.24	5.88	65	89	34
All Grades	78.24	50.00	78.05	17.94	38.08	17.07	*	11.92	4.88	262	260	123

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	21.00	9.21	8.20	24.00	43.42	32.79	55.00	47.37	59.02	100	76	61
7	30.93	20.00	17.57	15.46	38.95	35.14	53.61	41.05	47.30	97	95	74
8	55.38	22.47	26.79	21.54	35.96	35.71	23.08	41.57	37.50	65	89	56
All Grades	33.21	17.69	17.28	20.23	39.23	34.55	46.56	43.08	48.17	262	260	191

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	19.00	30.26	9.84	70.00	64.47	78.69	11.00	5.26	11.48	100	76	61
7	26.80	6.32	4.00	69.07	74.74	81.33	*	18.95	14.67	97	95	75
8	40.00	4.49	3.64	56.92	91.01	89.09	*	4.49	7.27	65	89	55
All Grades	27.10	12.69	5.76	66.41	77.31	82.72	6.49	10.00	11.52	262	260	191

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	1318	1253	95.07	4.93	53.15
Female	677	639	94.39	5.61	57.59
Male	641	614	95.79	4.21	48.53
American Indian or Alaska Native	4	4	--	--	--
Asian	93	92	98.92	1.08	75
Black or African American	77	73	94.81	5.19	49.32
Filipino	43	42	97.67	2.33	71.43
Hispanic or Latino	862	824	95.59	4.41	47.82
Native Hawaiian or Pacific Islander	10	9	--	--	--
Two or More Races	30	29	96.67	3.33	75.86
White	197	179	90.86	9.14	60.34
English Learners	196	182	92.86	7.14	11.54
Foster Youth	2	2	--	--	--
Homeless	39	35	89.74	10.26	40
Socioeconomically Disadvantaged	842	795	94.42	5.58	45.16
Students with Disabilities	156	145	92.95	7.05	11.03

### Conclusions based on this data:

1.

# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	1318	1261	95.68	4.32	30.77
Female	677	643	94.98	5.02	30.17
Male	641	618	96.41	3.59	31.39
American Indian or Alaska Native	4	4	--	--	--
Asian	93	92	98.92	1.08	58.7
Black or African American	77	74	96.1	3.9	32.43
Filipino	43	42	97.67	2.33	59.52
Hispanic or Latino	862	827	95.94	4.06	23.1
Native Hawaiian or Pacific Islander	10	9	--	--	--
Two or More Races	30	28	93.33	6.67	50
White	197	183	92.89	7.11	41.53
English Learners	196	182	92.86	7.14	6.59
Foster Youth	2	2	--	--	--
Homeless	39	37	94.87	5.13	8.11
Socioeconomically Disadvantaged	842	801	95.13	4.87	23.1
Students with Disabilities	156	145	92.95	7.05	3.45

### Conclusions based on this data:

1.

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1319	63.2	18.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	245	18.6
Foster Youth	2	0.2
Homeless	33	2.5
Socioeconomically Disadvantaged	833	63.2
Students with Disabilities	143	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	77	5.8
American Indian or Alaska Native	4	0.3
Asian	93	7.1
Filipino	46	3.5
Hispanic	863	65.4
Two or More Races	27	2.0
Native Hawaiian or Pacific Islander	10	0.8
White	197	14.9



**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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### 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

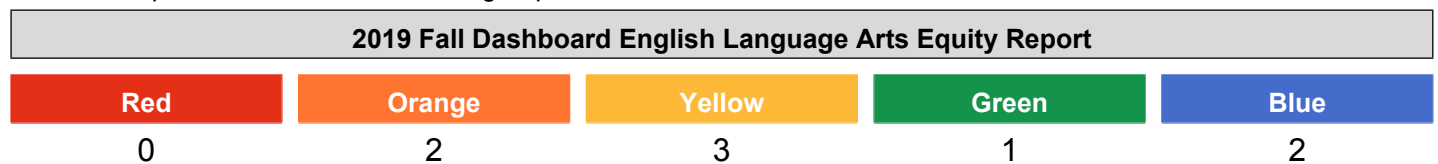
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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	
 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	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 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

<b>African American</b>  Yellow 6.2 points below standard Increased Significantly <del>++21.6 points</del> 73	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Blue 59.1 points above standard Increased ++10.4 points 92	<b>Filipino</b>  Blue 42.1 points above standard Increased Significantly <del>++21.0 points</del> 41
<b>Hispanic</b>  Orange 28.9 points below standard Maintained -2.6 points 869	<b>Two or More Races</b>  No Performance Color 55.4 points above standard Increased Significantly <del>++17.2 points</del> 19	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  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

<b>Current English Learner</b> 95.7 points below standard Increased ++5.7 points 239	<b>Reclassified English Learners</b> 25.8 points above standard Maintained ++1.6 points 213	<b>English Only</b> 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

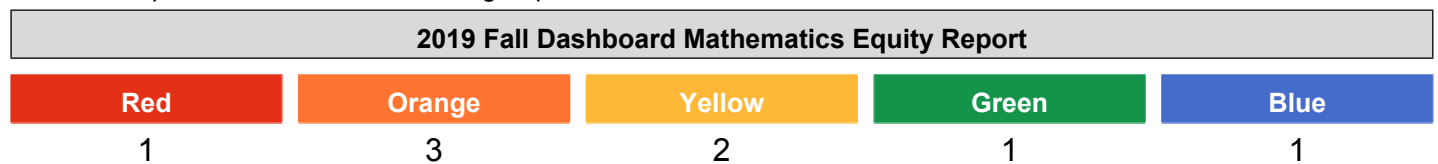
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 41.4 points below standard Declined -7 points 1320		 Orange 66.7 points below standard Declined -7.7 points 452		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 76.8 points below standard Declined -14.3 points 26		 Orange 59.5 points below standard Declined -4.9 points 872		 Red 166 points below standard Declined -7.1 points 176	

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

<b>African American</b>  Yellow 56.4 points below standard Increased ++11.8 points 73	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Blue 45.8 points above standard Increased ++13.8 points 92	<b>Filipino</b>  Green 13.9 points above standard Declined -6.6 points 41
<b>Hispanic</b>  Orange 60.2 points below standard Declined -10 points 869	<b>Two or More Races</b>  No Performance Color 22.2 points above standard Increased Significantly ++24.8 points 19	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  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

<b>Current English Learner</b> 123.3 points below standard Declined -6.9 points 239	<b>Reclassified English Learners</b> 3.3 points below standard Declined -13.9 points 213	<b>English Only</b> 33.3 points below standard Declined -9 points 787
--	---	--

#### 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

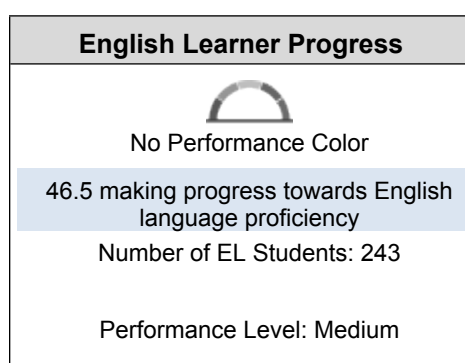
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		



Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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	English Learners	Foster Youth
 Yellow 9.9 Maintained +0.3 1481	 Yellow 9.2 Maintained +0.3 325	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 24.2 Declined -4.3 33	 Orange 11.9 Maintained 0 999	 Yellow 12.1 Declined Significantly -3.3 207

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

<b>African American</b>  Orange 14.6 Maintained +0.3 103	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  Yellow 3.1 Increased +2 97	<b>Filipino</b>  Blue 2.3 Maintained +0.1 44
<b>Hispanic</b>  Orange 10.6 Increased +0.8 968	<b>Two or More Races</b>  No Performance Color 8 Maintained -0.3 25	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

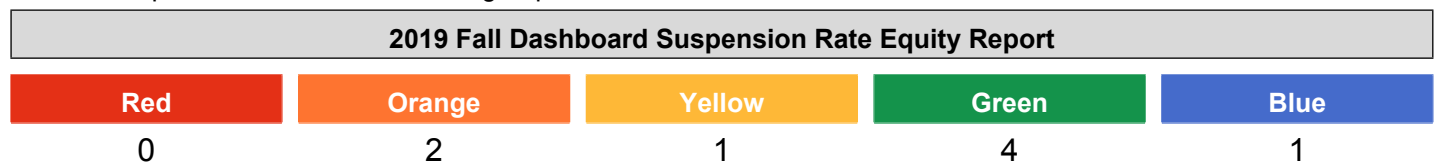
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
<b>All Students</b>  Green 4.9 Declined -0.8 1533	<b>English Learners</b>  Green 6.4 Declined -1 330	<b>Foster Youth</b>  No Performance Color 7.7 13
<b>Homeless</b>  No Performance Color 6.1 Declined -3.5 33	<b>Socioeconomically Disadvantaged</b>  Green 5.9 Declined -1 1023	<b>Students with Disabilities</b>  Orange 8.5 Maintained +0.2 213

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

<b>African American</b>  Yellow 9.3 Declined -4.2 107	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 6	<b>Asian</b>  Orange 3.1 Increased +1 98	<b>Filipino</b>  Blue 0 Declined -2.1 45
<b>Hispanic</b>  Green 5.7 Declined -0.4 999	<b>Two or More Races</b>  No Performance Color 3.4 Declined -0.7 29	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  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 2023, the percentage of students that meet or exceed the grade level standard (score of 3 or 4) in English Language Arts as measured by CAASPP 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
CAASPP Assessment	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review CAASPP 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 2022-2023 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, paper, printers, ink, subscriptions, department supplies, and instructional materials for classrooms to support instruction.

### **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)

3211

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)

2025

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.

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)

2700

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)

1791

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)	Source(s)
3000	LCFF-LI 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2021-22

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 increase access and support those students 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 increase the money to purchase software and digital subscriptions. 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 2023, the percentage of students that meet or exceed the grade level standard (score of 3 or 4) in math as measured by the by CAASPP assessment 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
- Math Tutoring
- Provide opportunities for students to participate in enriching academic activities and academic competitions

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative Assessment	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review CAASPP Summative 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 2022-2023 school year.	The school will comparedata 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)

3212

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 teachers 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)

4100

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)

2025

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 digital subscriptions 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)**

2700

**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 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)**

1791

**Source(s)**LCFF-LI  
1000-1999: Certificated Personnel Salaries**Annual Review****SPSA Year Reviewed: 2021-22**

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 support and increase access those students 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 will continue with the budgeted money to provide Tier II math support in the form of before school tutoring. We will expand the amount of money allocated for software and digital subscriptions.

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. We will be using more subscriptions and computer based programs.

# 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 2023, the percentage of students that meet or exceed the grade level standard (score of 3 or 4) in English Language Arts by CAASPP 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
CAASPP Summative Assessment	The findings determined which students are in need of strategic interventions and what areas need to be addressed.	The school will review CAASPP Summative 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 2022-2023 school year.	The school will compare 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 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)

3211

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)

2025

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 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)

Source(s)

2700

LCFF-LI  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 4

### 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)

1791

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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 support and increase access those students 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.

Increase in the amount of money allocated for software and digital subscriptions

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 the amount of money allocated for software and digital subscriptions

# 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 2023, the percentage of students that meet or exceed the grade level standard (score of 3 or 4) in Math as measured by the by CAASPP 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
CAASPP Summative Assessment	The findings determined which students are in need of strategic intervention and what specific areas need to be addressed.	The school will review CAASPP Summative 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)

3211

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)

2025

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 software and digital subscriptions to supplement curricular instruction and support student learning

### Strategy/Activity

Provide EBSCO database and other digital 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)

2700

#### 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 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)

1791

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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 support and increase access those students 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.

Increase in the amount of money allocated for software and digital subscriptions

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 the amount of money allocated for software and digital subscriptions

# 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

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

## Goal(s)

By June 2023, percentage of students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to data from the previous school year.

By June 2023, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to 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 supplementary instructional supplies, technology, computer based programs, 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 school related activities and 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 (ELPAC, CAASPP, iReady) 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)

2500

##### 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)

3900

##### Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries

950

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 support and 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)

5190

#### 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)

450

#### 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 EL students by purchasing books and reference materials for the library and ELD classrooms

#### Strategy/Activity

Purchase research materials and books for the library and ELD classroom to support sheltered and 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)

500

Source(s)

LCFF-EL  
4000-4999: Books And Supplies

#### **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 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)

5000

Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries

#### **Strategy/Activity 7**

##### **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, subscriptions, instructional materials, and supplies to supplement core curriculum and support sheltered instruction for EL students

Strategy/Activity

Purchase technology, instructional supplies, and materials for ELD instruction 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)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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, assistive technology for students, and release days to support ELD and sheltered instruction.

# 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 2023, 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 2022-2023 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)
680	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)
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

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 2023, 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 2023, the average daily attendance will be at or above 97% for the year.

## Identified Need(s)

- Support to increase performance core academic subjects
- Incentives
- 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 2022-2023 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)

Participation in Extra Curricular Activities that Improve access and student involvement

### Strategy/Activity

5 Star Student to track participation in academic competitions and extra curricular 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)
900	Attendance 5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Attendance Incentives

### Strategy/Activity

Purchase of Attendance incentives to encourage improved attendance, no tardies, 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)
1100	Attendance 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)

Support MTSS, Interventions, data analysis, and first best instruction

#### Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for all teachers. Teachers will specifically target designing Tier 2 supports for at risk 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)

1541

Source(s)

LCFF-LI

1000-1999: Certificated Personnel Salaries

## Annual Review

#### SPSA Year Reviewed: 2021-22

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, supports, 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.

Use of the Villegas MTSS and positive attendance incentive program.

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	\$71,720.00

## 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 (\$)
------------------	-----------------

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	\$22,170.00
LCFF-LI	\$47,550.00

Subtotal of state or local funds included for this school: \$71,720.00

Total of federal, state, and/or local funds for this school: \$71,720.00

# 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	22,170.00	0.00
LCFF-LI	47,550.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	2,000.00
LCFF-EL	22,170.00
LCFF-LI	47,550.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,155.00
2000-2999: Classified Personnel Salaries	5,870.00
4000-4999: Books And Supplies	19,895.00
5000-5999: Services And Other Operating Expenditures	12,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,100.00
5000-5999: Services And Other Operating Expenditures	Attendance	900.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	12,350.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,870.00
4000-4999: Books And Supplies	LCFF-EL	2,950.00

5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,000.00
	LCFF-LI	4,100.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	16,805.00
4000-4999: Books And Supplies	LCFF-LI	15,845.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	10,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,727.00
Goal 2	13,828.00
Goal 3	9,727.00
Goal 4	9,727.00
Goal 5	20,490.00
Goal 6	1,680.00
Goal 7	3,541.00

# 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
Anita Hughes	Classroom Teacher
Jose Lopez	Classroom Teacher
Michael Davis	Classroom Teacher
Sandra Hales	Classroom Teacher
Denyse Buck	Other School Staff
Taisha McMickens	Parent or Community Member
Zoe Milkie	Parent or Community Member
Gil Ocegueda	Parent or Community Member
Zacariah Atallah	Secondary Student
Aileen Gonzalez	Secondary Student
Laylah Jenkins	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



Special Education 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 12, 2022.

Attested:



Principal, Kristen Moorhouse on May 13, 2022



SSC Chairperson, Zacariah Atallah on May 13, 2022

# 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](mailto: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](mailto: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](mailto: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](mailto: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)

# Villegas Middle School PTO Executive Board Meeting

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## AGENDA

MAY 10, 2022

1. Call to Order – *Karen Cruz*
2. Pledge of Allegiance
3. Approval of Minutes – *Zoe Milkie*
  - a. Meeting Minutes from 04.13.22 (attached to agenda email)
4. Principal's Report – *Kristen Moorhouse*
  - a. SPSA
5. Financial Report – *Vilma Mercado*
  - a. Treasurer's Report
  - b. Funds Movement
  - c. NTE of \$250 to Tim Cruz for Field Day supplies (line item student events)
  - d. Checks:
    - i. Tim Cruz for Attendance Incentive: \$249.98
    - ii. Tim Cruz for Greek Street Teacher Appreciation Luncheon: \$1100
    - iii. Tracy Jalique for Principal and Admin. Gifts: \$150
    - iv. Edward Milkie for Student Awards \$340
    - v. Check to Villegas Middle School gift to school in amount of \$1500
6. President's Report – *Karen Cruz*
  - a. 7<sup>th</sup> grade Movie Night Fri., May 13<sup>th</sup> at 7pm, doors open at 6:45pm (partnership)
    - i. Set up at 6pm
  - b. Field Day coming up on May 17<sup>th</sup>
    - i. Donations needed: cases of water, solo cups, water balloons, and empty gallon milk jugs
    - ii. Need 14 volunteers for each PE period (20 minutes each class period)
7. Fundraising Report – *Jamie Walden*
  - a. Tikiz afterschool 05/06 (results: \$64), 05/25
  - b. Shaved Ice Truck 05/17 TBD
8. Other
9. Adjournment

**Next PTO Association Meeting – Aug./Sept. 2022 TBD**  
**Next PTO Executive Board Meeting – May 25th at 3:45pm to tie up loose ends**



# Villegas Middle School PTO Executive Board Meeting Minutes

May 11, 2022

The Executive Board of the Villegas Middle School PTO met on May 11, 2022. The meeting was called to order by PTO President Karen Cruz at 3:46 pm via Zoom conference. She led the group in the Pledge of Allegiance. Those in attendance were as follows: Zoe Milkie, Vilma Mercado, Imelda Ventura, Julie Burns, Tracy Jalique, and Isela Lopez

Excused absences: Jamie Walden, Lauriann Ferguson, and Kim Fortune

Unexcused absence:

Guests: Jennifer Burcham

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.

## *Approval of Minutes – Zoe Milkie*

Zoe Milkie makes a motion to approve the meeting minutes from April 13, 2022 seconded by Tracy Jalique **MC** no oppositions

## *Principal's Report – Kristen Moorhouse*

- a. SPSA- Tentatively finished and presented tomorrow to the SSC as previously reported goals and monitoring progress toward those goals have been happening all year and will be presented for the SPSA for next year. Some key features is that not as much has been needed for technology but more so on computerized programs. Money will be continually spent on things directly from our advisory groups or priorities from those groups. For instance, on directly support students on academic competitions, pull out days for teachers or computerized programs like Nearpod, Ed puzzle or quizziz. A lot to keeps students engaged or to help with our one-to-one devices. This has been a big portion of what has been purchased. It is anticipated that these items will be continued to be purchased. After present to school site council. The hardest part has been figuring out what data markers to use because CAASP/SBAC has not been available for a few years. So that struggle is using different data measures like iReady which are not summative assessments they are diagnostic tools. Now that CAASP data will be available again we will have that for our SPSA. Other data will also be used so we have both measures. Another change is since we will have the ELPAC test for many years, after meeting with the ELAC group they want to now include 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders whereas before it was only 7<sup>th</sup> and 8<sup>th</sup> graders. The reason for this is because the ELPAC was new and they didn't want to measure on an old test to 6<sup>th</sup> grade students from an elementary level. Those are some of the biggest input and that we are making sure our budget is directly supporting or improving access to services and students in need and help our curricular areas that help services students also with language learners specifically LCFF-EL and LCFF-LI which help support our other students that have a socioeconomic students, homeless or foster youth, and that is where most of the expenditures go to for those students. Each year she brings the SPSA to various groups and we talk about input and how to adjust goals and Villegas finally got their budget and it will be presented to SSC.
- b. End of year activities for groups are quickly approaching and Mrs. Moorhouse will be sending out information about schedules and details. It will have dates, how to park, where to park, etc especially how it relates to promotion and 8<sup>th</sup> grader details. If she sends too early it gets lost if she sends too late people get nervous. She tries to find that sweet spot so be watching. Final grades for 8<sup>th</sup> graders will be all the way up until graduation, however most grades will be put in by Friday so phone calls can be

made, and students will be aware if they qualify for promotion or not. The board policy is set for promotion not set by the individual school regarding that.

- c. Lunch on the Lawn – 490 families came to lunch on the lawn that isn't individuals that is actual families. Mrs. Moorhouse thanks everyone for being there and helping.
- d. Water event - Mrs. Moorhouse says the students are looking forward to this event coming up on the 17<sup>th</sup>.
- e. Awards night for 8<sup>th</sup> grade – This will be on the 16<sup>th</sup> at Hillcrest
- f. 6<sup>th</sup> and 7<sup>th</sup> grade awards – will be given in the classroom – She states it because we are limited on how we can do ceremonies or indoor activities. So those will be done in the classrooms. – Zoe Milkie asks – why those are being done this way and how do the parents get to be involved with this if they are in fact in the classroom. Mrs. Moorhouse addresses the question saying she is trying to limit the indoor activities but because huge events are not being done, indoor award ceremonies usually consist of all the children in the entire grade however, at this ceremony it will only be teacher awards and perfect attendance and grades will not be presented because those will not be available yet. She feels she does not have a venue that will accommodate. Therefore 8<sup>th</sup> grade awards are being done at Hillcrest. Each teacher can give 5 awards, and this would then be over capacity at this time. Trying to run at 2/3<sup>rd</sup>s capacity. She is working on how this will be possible for parents to see these awards. She isn't sure it will work out. Thought about doing it outdoors. She has spoken to other middle schools, and they are doing it this way. Mrs. Moorhouse is willing to revisit this and do some calculations to see how this will work out. Zoe expressed her appreciation for this.
- g. John's Incredible Pizza – 6<sup>th</sup> and 7<sup>th</sup> grade – usually different events are held for these kids but since none of the students got to go from last year, they decided to make it for both grades this year.
- h. Knott's Berry Farm – for 8<sup>th</sup> grade trip
- i. Promotion – May 24<sup>th</sup> at the district stadium  
She appreciates our support

#### President's Report – *Karen Cruz*

- a. 7<sup>th</sup> grade movie night. The school has asked PTO to partner to help with this event – it will be May 13<sup>th</sup>, all invited but focus on 7<sup>th</sup> grade students. 6<sup>th</sup> and 8<sup>th</sup> grade students are welcome to join. Movie starts at 7pm  
Karen will be set up at 6pm in the MPR
- b. Field day May 17<sup>th</sup> – Tracy set up signup sheets for things that were needed as well as volunteer sign ups. Ex: red solo cups, milk jugs sponges etc – each class period only 20 minutes – this day was chosen on purpose. Recommend students to bring plastic bags for the PE clothes to go in.

#### Fundraising Report – *Jamie Walden – not present Karen reporting*

- a. Tikis on May 6<sup>th</sup> earned 64 dollars.
- b. Luau on the lawn earned \$155.00
- c. Tikiz Confirmed afterschool 05/25 – day before last day of school
- d. Tikiz the day of the water field day – May 17<sup>th</sup> as well

#### Financial Report – *Vilma Mercado*

Vilma makes a motion to accept the Treasurer's Report month of April 1, 2022 through April 30, 2022 Tracy Jalique seconds  
**MC** no oppositions

Beginning Bank Balance - \$15,698.06  
Deposits/Income - \$337.65  
Expenses - \$38.35  
Outstanding check – \$108.15  
Bank Balance \$15,997.36  
Reconciled bank balance \$15,889.21

Checks to approve:

Vilma Mercado makes a motion to move 160.00 from Student events where there is 500.00 to student awards. That would bring up the balance to 410.00 – Julie Burns seconds **MC** no oppositions

Vilma Mercado make a motion to move 200.00 from 8<sup>th</sup> grade end of year to Student awards 410.00 balance will now be 610.00 - Tracy Jalique seconded **MC** no oppositions

Vilma Mercado makes a motion to approve check for the water field day expenditures – from student events. Student events has a 340.00 dollar budget line it was 500, 160 was just moved from there and now it stands at 340

Her motion is for an NTE of 250 dollars to Tim Cruz for field day supplies – Tracy Jalique seconds **MC** no opposition

Vilma Mercado makes a motion for \$249.98 for attendance incentive gifts- this will be coming from the Student awards budget that is 610 – The check is made out to Tim Cruz for 249.98 Julie Burns seconded **MC** no oppositions

Vilma Mercado makes a motion to pay Greek Street Grill for reimbursement for 1100 for Teacher's luncheon – Tim Cruz for 1100 for teacher appreciation luncheon – Julie Burns seconds **MC** no opposition

Vilma Mercado makes a motion to reimburse Tracy Jalique for Assistant Principals Day gifts and Administrative Professionals day gifts – from staff appreciation line item there is a balance of 163.53 – motion to approve 150.00 dollars Julie Burns seconds – **MC** no oppositions.

Vilma Mercado makes a motion to approve a check to the Milkie family for Student awards for 360.00 – Tracy Jalique seconds **MC** no oppositions

Vilma makes a motion to approve a check to Villegas Middle School for 1,500 – for end of year gift from PTO – Tracy Jalique – The money is being spent on another golf cart this one has trailer. **MC** no oppositions

Other: - Imelda Ventura mentions that the social committee wants to show their appreciation for the PTO and other volunteers at the school with a continental breakfast at 8:30 on May 23<sup>rd</sup>. If there is another day that works best to let her know. She asks Karen to send out a group text to get an idea if that works for most. Tracy did a great job with the luncheon/breakfast and Imelda says all the teachers and staff appreciated it.

Adjournment – 4:14 pm

**Next PTO Association Meeting – Aug/September 2022**



Zoom Link: <https://zoom.us/j/92373404559>

## Minutes

### I. Introductory Procedures

- a. Call to Order- Meeting was called to order at 8:47a.m
- b. Welcome/Sign-in [Link](#)- Ms. Ventura welcomed everyone to the meeting and she noted participant
- c. Pledge of Allegiance - led by attendance

### II. Action Items

- a. Approval of Minutes from **April 2022** [Link](#)- minutes were reviewed and approved

### III. Discussion Items

- a. District Mandate: Needs Assessment Original [Link](#)
  - i. College and Career Readiness/A- G Requirements [LINK](#)

Albert Montoya, the counselor from Hillcrest High School, spoke to our parents about College and Career Readiness. He discussed what courses students need to take in High school, A-G requirements, UC/Cal States/Private Universities, trade schools, and military. He also talked about how SATs are no longer required.

### IV. Principal Moorhouse

- i. SPSA [Link](#)

K. Moorhouse presented, reviewed, and discussed our SPSA English Language Learners Goal for School year 2022-2023. Our committee approved the Goal with the exception to include all grade levels, 6th-8th grade. Parents felt since it is now given later in the year and it will better reflect our impact on six graders. Previously it had only included seventh and eighth graders because we tested for the celdt so early in the year.
- ii. Budget [Link](#)
  1. 2022-2023 [Link](#)

K. Moorhouse presented, reviewed, and discussed the budget for 2022-2023. Members provided input about expenditures, budget and the goals.
- iii. DELAC Report- No Report

### V. Adjournment

- i. Next Meeting: TBD



Distrito Escolar Unificado Alvord  
**Escuela Intermedia Ysmael Villegas**  
Comité Consejero para Aprendices del Idioma Inglés  
5 de mayo del 2022



Zoom Link: <https://zoom.us/j/9237340455>

## Minutas

### I. Procedimientos de Introducción

- a. Llamar al Orden - Se dio inicio a la reunión a las 8:47 a.m.
- b. Bienvenida/Registro de Asistencia [Clave](#)- La Sra. Ventura dio la bienvenida a todos a la reunión y señaló a los participantes.
- c. Saludo a la Bandera- liderado por anuncios

### II. Artículos de Acción

- a. Aprobación de minutos de Abril 2022 [Clave](#)- las minutos fueron revisadas y aprobadas

### III. Artículos de Discusión

- a. Mandato del Distrito: Evaluación de Necesidades Original: [Clavel](#)
  - i. Preparación para la universidad y carrera profesional/Requisito A-G [Clave](#)

Albert Montoya, el consejero de Hillcrest High School, habló con nuestros padres sobre la preparación universitaria y profesional. Discutió qué cursos deben tomar los estudiantes en la escuela secundaria, los requisitos A-G, UC/Cal States/Universidades privadas, escuelas de oficios y militares. También habló sobre cómo ya no se requieren los SAT.

### IV. Principal Moorhouse

- i. SPSA [Clave](#)

K. Moorhouse presentó, revisó y discutió nuestra meta de estudiantes del idioma inglés de SPSA para el año escolar 2022-2023. Nuestro comité aprobó la Meta con la excepción de incluir todos los niveles de grado, 6° a 8° grado. Los padres sintieron que ahora se administra más adelante en el año y refleja mejor nuestro impacto en los alumnos de sexto grado. Anteriormente, solo había incluido a estudiantes de séptimo y octavo grado porque probamos el celdt tan temprano en el año.
- ii. Presupuesto [Clave](#)
  1. 2022-2023 [Clave](#)

K. Moorhouse presentó, revisó y discutió el presupuesto para 2022-2023. Los miembros dieron su opinión sobre los gastos, el presupuesto y las metas.

### V. Other Topics:

- i. DELAC Report- No Reporte

### VI. Clausura

- a. Próxima junta: por determinar



Alvord Unified School District  
**Ysmael Villegas Middle School**

English Learners Advisory Committee

December 2, 2021

8:30a.m.. Virtual



Zoom Link: <https://zoom.us/j/92373404559>

## Agenda

- I. Introductory Procedures
  - i. Call to Order
  - ii. Welcome/Sign-in
  - iii. Pledge of Allegiance
- II. Minutes [Link](#)
- III. Officer Vote: All Members
  - i. President
  - ii. V. President
  - iii. Secretary
- IV. Principal Moorhouse
  - i. SPSA [Link](#)
  - ii. School Safety Plan
- V. Needs Assessments [Link #1](#) [Link #2](#)
- VI. Attendance [Link](#)
- VII. Other Topics:
- VIII. Adjournment
  - i. Next Meeting: Thursday, February 6, 2021 @ 8:40am

### Parliamentary Procedure

People Involved	Statements
Person 1	"I want to make a motion to ____ <i>Approve the Bylaws</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	"Lets 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 opproved/opposed" <i>"Bien, la moción fue aprobada / rechazada"</i>



Distrito Escolar Unificado Alvord  
**Escuela Intermedia Ysmael Villegas**  
Comité Consejero para Aprendices del Idioma Inglés  
2 de diciembre de 2021



Zoom Link: <https://zoom.us/j/92373404559>

## Agenda

- I. Procedimientos de Introducción
  - i. Llamar al Orden
  - ii. Bienvenida/Registro de Asistencia
  - iii. Saludo a la Bandera
- II. Minutos [Clave](#)
- III. Voto oficial: Todos los miembros
  - i. Presidente
  - ii. V. Presidente
  - iii. Secretaria
- IV. Principal Moorhouse
  - i. SPSA
  - ii. Plan de seguridad escolar
- I. Evaluación de necesidades [Clave #1](#) [Clave #2](#)
- II. Atendencia [Clave](#)
- V. Other Topics:
- VI. Clausura

a. Próxima junta: Jueves 6 de febrero de 2021 a las 8:40 a.m.

### 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	"Let's 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"



Alvord Unified School District  
**Ysmael Villegas Middle School**

English Learners Advisory Committee

December 2, 2021

8:30a.m.. Virtual



Zoom Link: <https://zoom.us/j/92373404559>

## Minutes

- I. Introductory Procedures
  - i. Call to Order @8:41 am by Imelda Ventura
  - ii. Welcome/Sign-in - I.Ventura welcome everyone
  - iii. Pledge of Allegiance - led by Announcement
- II. Minutes
- III. Officer Vote: All Members-On our November meeting, Perla showed interest and wanted to be part of the ELAC Board. We had a member dropped and Elections and nominations were sent out. Perla was nominated by our parents. Perla showed interest in taking the President position for 2021-2022. No other members showed interest in taking Vice president or secretary positions.
  - i. President- Perla Cavazos
    - 1st- Lorena Diaz
    - 2<sup>nd</sup> - Karen Cruz
  - ii. V. President
  - iii. Secretary
- IV. Principal Moorhouse
  - i. SPSA- K. Moorhouse presented, reviewed, and discussed our SPSA English Language Learners Goal for 2021-2022. By June 2022, 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 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. Our committee approved the Goal.
  - ii. School Safety Plan- K. Moorhouse talked about our School Safety plan. She stated that this committee is led by Mr. Ramirez. We have had 1 meeting and parents and staff were invited. They discussed safety concerns at school including traffic. Equity and equality were also addressed. She stated that there will be another meeting and staff and parents are invited to attend (date TBD).
  - b. Needs Assessments-
    - I. Ventura 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. Topics that parents show interest to discuss for the upcoming meetings: How do we support long term english learners, programs that are offered in our school (Google classroom, Gimkit, etc), How do our students get supported during Testing, and How do our Counselors support our ELs and students.
- V. Attendance- I. Ventura talked about October's Attendance. She discussed the site goal to have student attendance averages above 97% each month. In addition, she discussed the importance of regular attendance and the impact on student achievement. She also discussed that attendance has been lower than usually due to our pandemic.
- VI. Other Topics:
- VII. Adjournment
  - i. Next Meeting: Thursday, February 2, 2022 @ 8:40am





## Minuta

- I. Procedimientos de Introducción
  - i. Imelda Ventura llamó la junta al orden a las 8:41 a.m.
  - ii. Bienvenida/Registro de asistencia - I. Ventura dio a todos la bienvenida
  - iii. Juramento a la Bandera – dirigida mediante el altavoz
- II. Minuta
- III. Votación para dirigentes: Todos los miembros-En nuestra junta de noviembre, Perla mostró interés en ser parte de la Mesa Directiva de ELAC. Uno de los miembros se dio de baja y se enviaron las elecciones y nominaciones. Los padres de familia nominaron a Perla. Perla mostró interés en asumir el puesto de Presidente para el 2021-2022. Ningún otro miembro estuvo interesado en asumir los puestos de vicepresidente o secretaria(o).
  - i. Presidente- Perla Cavazos
    - 1<sup>er</sup> moción- Lorena Díaz
    - 2<sup>da</sup> moción- Karen Cruz
  - ii. Vicepresidente
  - iii. Secretaria(o)
- IV. Directora: Sra. Moorhouse
  - i. SPSA- K. Moorhouse presentó, revisó y dialogó acerca de nuestra Meta de SPSA 2021-2022: Alumnos Aprendiendo Inglés. Para junio de 2022, el porcentaje de alumnos de 7<sup>o</sup> y 8<sup>o</sup> grado que logran la competencia en la prueba ELPAC (puntuación general de 3 o 4) incrementará 3% comparado con datos del grupo del ciclo escolar anterior. Para junio de 2022, el porcentaje de alumnos que se reclasifican de EL a RFEP incrementará 3% comparado con los datos del grupo del año escolar anterior. Nuestro comité aprobó la meta.
  - ii. Plan de Seguridad Escolar- K. Moorhouse habló acerca de nuestro Plan de Seguridad Escolar. Indicó que el Sr. Ramírez dirige este comité. Hemos tenido una junta y se invitó a los padres de familia y personal escolar. Dialogaron preocupaciones de seguridad en la escuela, incluyendo el tránsito vehicular. También se habló sobre equidad e igualdad. Dijo que habrá otra junta y que los padres de familia y personal escolar están invitados. (fecha TBD).
  - b. Encuesta de Necesidades-
    - I. Ventura revisó la encuesta de necesidades con el Comité. Explicó el documento de la encuesta y las diferentes maneras para medir los programas y servicios de nuestros alumnos EL. Se proporcionó una copia digital al Comité para su referencia. Los temas en que los padres mostraron interés para dialogar en las siguientes juntas son: Cómo apoyar a los alumnos aprendiendo inglés por largo plazo, qué programas se ofrecen en nuestra escuela (*Google classroom*, *Gimkit*, etc.), cómo se apoya a nuestros alumnos durante los exámenes y cómo los consejeros apoyan a los alumnos EL y a los demás alumnos.
- V. Asistencia escolar - I. Ventura habló sobre la asistencia escolar de octubre. Compartió la meta de la escuela para que cada mes tengamos un promedio de asistencia escolar superior a 97%. Además, dialogó sobre la importancia de la asistencia escolar habitual y el impacto en el rendimiento estudiantil. También, dijo que la asistencia escolar ha estado más baja de lo usual debido a la pandemia.
- VI. Otros asuntos:
- VII. Clausura
  - i. Próxima junta: jueves, 2 de febrero de 2022 a las 8:40 a.m.



Alvord Unified School District  
**Ysmael Villegas Middle School**  
English Learners Advisory Committee  
May 5, 2022  
8:45a.m.. Virtual



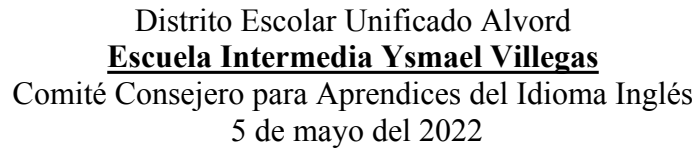
Zoom Link: <https://zoom.us/j/92373404559>

## Agenda

- I. Introductory Procedures**
  - a. Call to Order
  - b. Welcome/Sign-in [Link](#)
  - c. Pledge of Allegiance
- II. Action Items**
  - a. Approval of Minutes from April 2022 [Link](#)
- III. Discussion Items**
  - a. District Mandate: Needs Assessment Original [Link](#)
    - i. College and Career Readiness/A- G Requirements [LINK](#)
- IV. Principal Moorhouse**
  - i. SPSA [Link](#)
  - ii. Budget [Link](#)
    1. 2022-2023 [Link](#)
- V. Other Topics:**
  - i. DELAC Report
- VI. Adjournment**
  - i. Next Meeting: TBD

### 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	"Lets 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>



Zoom Link: <https://zoom.us/j/9237340455>

# Agenda

## I. Procedimientos de Introducción

- Llamar al Orden
- Bienvenida/Registro de Asistencia Clave
- Saludo a la Bandera

## II. Artículos de Acción

- a. Aprobación de minutos de Abril 2022 Clave

### III. Artículos de Discusión

- a. Mandato del Distrito: Evaluación de Necesidades Original: [Clavel](#)  
i. Preparación para la universidad y carrera profesional/Requisito A-G [Clave](#)

#### IV. Principal Moorhouse

- i. SPSA [Clave](#)
- ii. Presupuesto [Clave](#)
  - 1. 2022-2023 [Clave](#)

## V. Other Topics:

- i. DELAC Report

## VI. Clausura



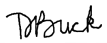


- a. Próxima junta: por determinar

## Parliamentary Procedure



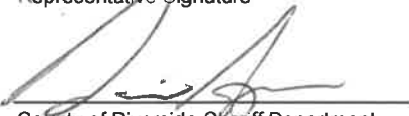
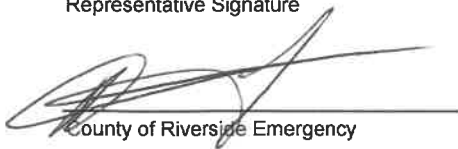

People Involved	Statements
Person 1	<p>“I want to make a motion to ____ <i>Approve the Minutes</i> _____”</p> <p>“Quiero hacer una moción para _____ (por ejemplo: aprobar los minutos)</p>
Person 2	<p>“I second the motion to _____</p> <p>“Apoyo la moción a _____ “</p>
Person 1	<p>“Lets motion to approve _____”</p> <p>"Moción para aprobar es _____ "</p>
Person 1	<p>“All those in favor say Ay” PAUSE</p> <p>“Todos los que supportan el mocion dicen Ay” PAUSA</p>
Person 1	<p>“All those opposed say Nay” PAUSE</p> <p>"Todos los que se oponen dicen que NAY" PAUSA</p>
Person 1	<p>“Okay, motion was approved/opposed”</p> <p>"Bien, la moción fue aprobada / rechazada"</p>

## 2022 Safety Plan Signature Page

The undersigned members of the Villegas Middle School Safety Committee certify that the requirements for the AB 1747 Comprehensive School Safety Plan have been met.

 Principal Signature	<u>Kristen Moorhouse</u> Print Name	<u>1/13/21</u> Date
 School Site Council Representative Signature	<u>Laylah Jenkins</u> Print Name	<u>1/13/21</u> Date
 Teachers Representative Signature	<u>Denyse Buck</u> Print Name	<u>1/13/21</u> Date
 Classified Representative Signature	<u>Cindy Viramontes</u> Print Name	<u>1/13/21</u> Date
 Parent Representative Signature	<u>Gil Ocegueda</u> Print Name	<u>1/13/21</u> Date

The undersigned consulted and conferred with a school site representative in compliance with the requirements of the AB 1747 Comprehensive School Safety Plan law.

 City of Riverside Fire Department Representative Signature	<del>David Young</del> <u>David Larez</u> Print Name	<u>15-Nov-21</u> Date
 City of Riverside Police Department Representative Signature	<u>Officer Jason Joseph</u> Print Name	<u>15-Nov-21</u> Date
 County of Riverside Sheriff Department Representative Signature	<u>Deputy David Ayers</u> Print Name	<u>15-Nov-21</u> Date
 County of Riverside Emergency Services Representative Signature	<u>Mike D. Langmo</u> Print Name	<u>15-Nov-21</u> Date
 County of Riverside Emergency Management Department Representative Signature	<u>Mark Annas</u> Print Name	<u>15-Nov-21</u> Date



# ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

## AB 1747 School Safety Plan Discussion

November 15, 2021

0900 - 1100

Video Conference - Zoom

### Meeting Agenda

- |  |            |                  |
|--|------------|------------------|
| 1. Call to Order/Purpose of Meeting                    | 15 minutes | M. Langmo        |
| 2. Introductions                                       | 15 minutes | Participants     |
| 3. School Site Discussion with Public Safety Personnel | 60 minutes | School Personnel |
| a. Hillcrest High School                               |            |                  |
| b. La Sierra High School                               |            |                  |
| c. Norte Vista High School                             |            |                  |
| d. Alvord Continuation High School                     |            |                  |
| e. Alvord Alternative Continuation High School         |            |                  |
| f. Arizona Middle School                               |            |                  |
| g. Loma Vista Middle School                            |            |                  |
| h. Wells Middle School                                 |            |                  |
| i. Villegas Middle School                              |            |                  |
| j. Arlanza Elementary School                           |            |                  |
| k. Collett Elementary School                           |            |                  |
| l. Foothill Elementary School                          |            |                  |
| m. La Granada Elementary School                        |            |                  |
| n. Lake Hills Elementary School                        |            |                  |
| o. McAuliffe Elementary School                         |            |                  |
| p. Myra Linn Elementary School                         |            |                  |
| q. Orrenmaa Elementary School                          |            |                  |
| r. Promenade Elementary School                         |            |                  |
| s. RMK Elementary School                               |            |                  |
| t. Stokoe Elementary School                            |            |                  |
| u. Terrace Elementary School                           |            |                  |
| v. Twinhill Elementary School                          |            |                  |
| w. Valley View Elementary School                       |            |                  |
| 4. Final Comments                                      | 20 minutes | M. Langmo        |
| 5. Adjournment   | 10 minutes |                  |



# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



## Leadership Team Meeting Monday, November 1, 2021 Room 25

### 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

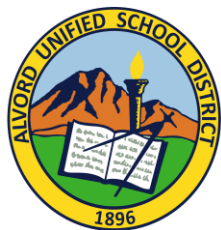
Welcome

SPSA

Situation Analysis – Villegas Middle School

Other

Questions, Comments, Ideas



# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



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## School Site Council

Meeting Date: Thursday, May 12, 2022

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 4/21/22
2. Approval of site budgets for 2022-2023
3. Approval of 2022-2023 School Plan for Student Achievement

#### IV. Discussion/Information

1. Budget Reports
  - a. Budget Review – 2021-2022
  - b. Proposed Budget – 2022-2023
2. Plan Election Cycle for August, 2022
3. Training Topics:
  - a. District Parent Involvement Policy – Ask for comments/input (include in minutes)
  - b. Uniform Complaint Procedures
  - c. Williams Act Notice to Parents, Guardians, Pupils, and Teachers
  - d. SSC Committee Evaluation – Google Form
4. SPSA
  - a. Review 2022-2023 SPSA
5. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC/DELAC)
  - b. Action Team for Partnership (ATP)
  - c. Parent Advisory Committee (PAC)
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
7. Principal's Report
8. Other

#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2022
3. Adjournment: Action Item



# Ysmael Villegas Middle School

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## Leadership Team Meeting Monday, February 7, 2022 Room 25

### 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

Department Money

PLC Meetings

SPSA – Update and Input on Goals

Situation Analysis – Results

Reviewing School Rules and Dress Code for Next Year

Questions, Comments, Ideas





# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, May 12, 2022

Meeting Location: Zoom Time: 3:30-4:30

### MEETING MINUTES

#### I. Introductory Procedure

1. Call to Order 3:34 pm
2. Establishment of Quorum :  
*Present: D. Buck, A. Hughes, K. Moorhouse, Z. Milkie, Z. Atallah, M. Davis, J. Lopez, A. Gonzalez, G. Ocegüera, L. Jenkins*  
*Absent: S. Hales, T.*
3. Pledge of Allegiance
4. Welcome

#### II. Hearing Session/Public Comments

*NO ONE came to speak.*

#### III. Action Items

1. Approval of Minutes of Meeting from 4/21/22 – 1<sup>st</sup>. A. Hughes, 2<sup>nd</sup> Davis. Unanimously approved
2. Approval of site budgets for 2022-2023 – Moorhouse reiterated this can be adjusted next year as needs change. D. Buck -1<sup>st</sup>, J. Lopez 2<sup>nd</sup>. Unanimously approved.
3. Approval of 2022-2023 School Plan for Student Achievement –Ocegüera, 1<sup>st</sup> Hughes, 2<sup>nd</sup> Unanimously approved

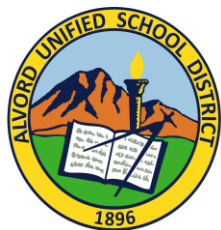
#### IV. Discussion/Information

1. Budget Reports
  - a. Budget Review – 2021-2022 Moorhouse reviewed what we spent.
  - b. Proposed Budget – 2022-2023 Moorhouse went over the budget.
    1. Villegas has \$47,550 in the LCFF and the spreadsheet shows a breakdown of what Villegas will spend. The greatest need was tutoring, release days for teacher practices, student competitions, classroom supplies, software subscriptions, and library books. There has been money allocated for each category in the LCFF budget.
    2. Villegas has \$22,170 for the LCFF-EL budget and the spreadsheet shows what is being allocated. ELAC would like to have a field trip for EL students and their families. Subs will be needed for ELAC meetings as well as release days for teachers to discuss EL needs. Other categories will be EL facilitators, translators for parent conferences, technology and subscriptions for EL programs, library books, bilingual assistants, CAFE conference, and an ELPAC coordinator. Moorhouse went over each category in detail. If more EL students are enrolled, Villegas could get more funding.
2. Plan Election Cycle for August, 2022 – An election will happen next year. There will be an interest sheet and then elections will be hold. The first meeting will be in September with the new council
3. Training Topics:
  - a. District Parent Involvement Policy –Moorhouse went over the policy, then asked for comments and questions. No questions asked.
  - b. Uniform Complaint Procedures- Moorhouse went over this policy for filing a complaint/resolving issues.

- c. Williams Act Notice to Parents, Guardians, Pupils, and Teachers- *Moorhouse explained the Williams act and how parents, teachers, and staff members can file a complaint if there is a problem with materials or other issues stated in this act.*
  - d. SSC Committee Evaluation – *Please fill out and submit.*
- 4. SPSA
  - a. Review 2022-2023 SPSA – *this was discussed in a previous meeting. Moorhouse put all expenditures and goals into a template. Moorhouse quickly reviewed all categories, expenditures, and goals. ELPAC data was changed from 7-8<sup>th</sup> grade to ALL students (to include 6<sup>th</sup> grade). Moorhouse reminded the council the difference between allocating from the various budgets. The general budget is not listed in this document. Also included in the SPSA is to track attendance through various before school and after school programs, including interventions. School attendance is also looked at. Due to COVID, the focus was on reducing tardies and chronic absences. Incentives were offered. The last part of the SPSA is a breakdown of the total budget broken into categories. The total budget is \$71,720.*
- 5. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC/DELAC) – *6<sup>th</sup> grade will be included in the ELPAC data collected. More parents are getting involved. Also, meetings will be in person next year.*
  - b. Action Team for Partnership (ATP) – *500 families were at the luau/lunch on the lawn. It was a huge success. More events to come next year.*
  - c. Parent Advisory Committee (PAC) – *Moorhouse and Milkie shared their comments. Next meeting will be on May 17<sup>th</sup>. Parents are encouraged to attend the meeting and give input. This year was a struggle with being able to hold programs, but more things will be brought back next year at Villegas to help students connect to school more. Milkie explained not every school has the same type of extracurricular programs. If staff, teachers, and parents attend these PAC meetings, positive changes can be made.*
- 6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers) – *Wrapping up the year and goals for next year.*
  - b. Parent and Family Involvement Opportunities- *End of the year activities and Awards*
  - c. Interventions- *Still going on.*
- 7. Principal's Report – *Friday night is a 7<sup>th</sup> grade movie night on campus. 8<sup>th</sup> grade has a dance. All grades will have field trips. There will be an awards assembly for each grade level. There will be an 8<sup>th</sup> grade promotion ceremony. Ms. Moorhouse thanked the members for their service this year.*
- 8. Other

## **V. Adjournment**

- 1. Agenda building for next meeting
- 2. The next SSC meeting is scheduled for September 2022
- 3. Adjournment: Action Item – Meeting adjourned on 4:32 pm Ocegura 1<sup>st</sup>, Buck 2<sup>nd</sup>. *Approved.*



# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, January 13, 2022

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 12/9/21
2. Approve revised budget and expenditures
3. Approve Comprehensive School Safety Plan

#### **IV. Discussion/Information**

1. Budget Reports
2. School Plan for Student Achievement (SPSA)
  - a. Evaluate effectiveness and update SPSA goals/actions
  - b. Document Input from SSC members
3. [Local Control and Accountability Plan](#) Input
4. 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)
5. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
6. Principal's Report
7. Other

#### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 2/10/22
3. Adjournment: Action Item



# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, February 10, 2022

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**

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#### **III. Action Items**

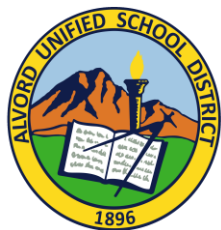
1. Approval of Minutes of Meeting from 1/13/22
2. Approve budget and expenditure revisions

#### **IV. Discussion/Information**

1. Budget Reports
2. Training Topics
  - a. School Accountability Report Card (SARC)
  - b. [www.alvordschools.org/SARC](http://www.alvordschools.org/SARC)
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data
  - b. Evaluate Proposed Goals and Expenditures
  - c. Document Input from SSC members
4. [Local Control and Accountability Plan](#) Input
5. 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)
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
7. Principal's Report
8. Other

#### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 3/24/22
3. Adjournment: Action Item



# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, December 9, 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

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#### III. Action Items

1. Approval of Minutes of Meeting from 10/14/21
2. Approve Expenditures
3. Approve Parent Involvement Policy December 2021-December 2023

#### IV. Discussion/Information

1. Budget Reports
2. Training Topics
  - a. School Accountability Report Card
  - b. Comprehensive School Safety Plan
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data (use local and available state data)
  - b. Evaluate effectiveness and update SPSA goals/actions
  - c. Document Input from SSC members
4. [Local Control and Accountability Plan](#) Input
5. 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)
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
7. Principal's Report
8. Other

#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 1/13/22
3. Adjournment: Action Item



# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, October 14, 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

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#### III. Action Items

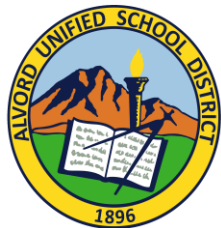
1. Approval of Minutes of Meeting from 9/23/21
2. Approve SSC Officers
  - a. Parent Advisory Committee Representative from Parent Members (PAC-District committee)

#### IV. Discussion/Information

1. Budget Reports
2. Training Topics
  - a. Parent Involvement Policy
  - b. Comprehensive School Safety Plan
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data (use local and available state data)
  - b. Evaluate effectiveness of SPSA actions
  - c. Begin reviewing and updating SPSA goals/actions
  - d. Document Input from SSC members
4. [Local Control and Accountability Plan](#) Input
5. 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)
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
7. Principal's Report
8. Other

#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 11/18/21
3. Adjournment: Action Item



# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, April 21, 2022

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 2/10/22
2. Approve budget and expenditure revisions

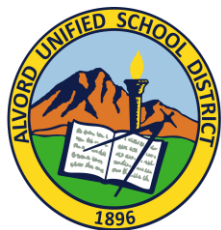
#### IV. Discussion/Information

1. Budget Reports
2. Training Topics
  - a. 2022-2023 Budget Review
  - b. Planning and Input for 2022-2023 Budget
3. School Plan for Student Achievement (SPSA)
  - a. Review 2022-2023 SPSA – Draft
  - b. Feedback
4. [Local Control and Accountability Plan](#) Input
5. 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)
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
7. Principal's Report
8. Other

#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 5/12/22
3. Adjournment: Action Item





# Ysmael Villegas Middle School

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## School Site Council

Meeting Date: Thursday, December 9, 2021

Meeting Location: Zoom Time: 3:30-4:30

### MEETING Minutes

#### I. Introductory Procedure

1. Call to Order – 3:32 PM by Moorhouse
2. Establishment of Quorum-
3. SSC: Kristen Moorhouse, Anita Hughes, Denyse Buck, Jose Lopez, , Zoe Milkie, Taisha McMickens, Layla Jenkins, Zacariah Atallah, Aileen Gonzalez  
Guests: Daisy Valdez, Claudia Carlos
4. Pledge of Allegiance
5. 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.*

***Daisy Valdez- presented a report on The UCR-Cal Fresh Healthy Living projects they were doing with both Mrs. Leach and Ms. Pruitt's classes. They met with 6 classes, approx. 159 students. They also did a parent engagement workshop with 16 parents. These programs have been well received and have created a desire for students to improve nutrition.***

#### III. Action Items

1. Approval of Minutes of Meeting from 10/14/21- D. Buck 1<sup>st</sup>, J. Lopez, 2<sup>nd</sup>. *Passed Unanimously*
2. Approve Expenditures – *None at this time*
3. Approve Parent Involvement Policy December 2021-December 2023 – SSC reviewed prior to the meeting and Moorhouse changed the dates. A. Hughes 1<sup>st</sup>, T. McMickens 2<sup>nd</sup>, *Passed Unanimously*

#### IV. Discussion/Information

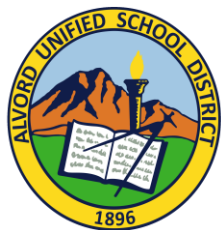
1. Budget Reports – nothing has changed.
2. Training Topics
  - a. School Accountability Report Card – *Tabled because the state has not yet put in the data.*
  - b. Comprehensive School Safety Plan – *School safety plan goes over the rules and responsibilities of the school staff. Goes over any possible emergency situations and how to handle them. This includes a school shooting situation. Staff and students are trained accordingly with safety drills, videos, etc. Some added supports needed: traffic safety, various group interactions, and additional staff supervision (hours have been increased). This plan will be reviewed by SSC and voted on at the January meeting.*
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data (use local and available state data) - Moorhouse shared data from the IREADY diagnostic.  
ELA-Overall, the school met the goal in 6<sup>th</sup> and 8<sup>th</sup> grade. 7<sup>th</sup> did not meet the goal, but stayed the same. Overall, the school met its goal for growth.  
Math- Overall, the school met the goal in 6<sup>th</sup> and 8<sup>th</sup> grade. 7<sup>th</sup> did not meet the goal, but stayed the same. Overall, the school met its goal for growth.  
ELL – No data available, but 21 students in 2021 were reclassified.



- b. Evaluate effectiveness and update SPSA goals/actions- *suggestion to add in additional intervention supports for Math that can be implemented next year. Possibly could apply to ELA, History, or Science. Perhaps hold school wide office hours in the evening for homework support.*
  - c. Document Input from SSC members - *suggestion made by Milkie to make the goals achievable. Also to take into consideration student maturity levels and learning styles.*
- 4. Local Control and Accountability Plan Input -
- 5. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC)/DELAC – *D. Buck went over all of the programs/materials used on campus to support our ELL students. Parents showed up to the last ELAC meeting. The next meeting is in February.*
  - b. Parent Teacher Organization (PTO) – *Parent engagement week was held the week of November 15-19. They partnered with ATP to help with this event.*
  - c. Action Team for Partnership (ATP) – *Parent engagement week was a success!*
  - d. Parent Advisory Committee (PAC) – *update given by Milkie regarding funding.*
- 6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers) – *focusing on supporting all learners, ELLs, bilingual assistants, Special Ed assistants.*
  - b. Parent and Family Involvement Opportunities –
  - c. Interventions – *Moorhouse discussed interventions going on at school: classes, small groups, and before school help, and tutoring. There will be a reshuffle of students at the semester. These classes have been successful in helping students improve in both Math and ELA. Before school, all students can get extra help in the learning lab with Ms. Lawson.*
- 7. Principal's Report -
- 8. Other

## V. Adjournment

- 1. Agenda building for next meeting- Moorhouse discussed what will be put on the agenda
- 2. The next SSC meeting is scheduled for 1/13/22
- 3. Adjournment: Action Item- ended at 4:31- MckMickens 1st, and Lopez, 2nd.



# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



## School Site Council

Meeting Date: Thursday, January 13, 2022

Meeting Location: Zoom Time: 3:30-4:30

### MEETING MINUTES

#### I. Introductory Procedure

1. Call to Order at 3:37 pm
2. Establishment of Quorum: Kristen Moorhouse, Anita Hughes, Denyse Buck, Jose Lopez, , Taisha McMickens, Layla Jenkins, Sandra Hales, Gil Ocegueda, Michael Davis  
Guests: Ms. Burcham, Mr. Ramirez  
Absent: Zoe Milkie, Zacariah Atallah, Aileen Gonzalez
3. Pledge of Allegiance
4. Welcome

#### II. Hearing Session/Public Comments

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#### III. Action Items

1. Approval of Minutes of Meeting from 12/9/21 – 1<sup>st</sup> D. Buck, 2<sup>nd</sup> T. McMickens unanimous approval
2. Approve revised budget and expenditures – *Ms. Moorehouse reviewed the budget with any changes. Technology funding has been reallocated based on what was financed by the district. Other funding from academic competitions was reallocated to the library and to digital subscriptions. Money will also be given to the departments for these digital subscriptions.* 1<sup>st</sup> A. Hughes, 2<sup>nd</sup> Mrs. Hales, unanimous approval
3. Approve Comprehensive School Safety Plan – *Mr. Ramirez reviewed the safety plans with all the changes.* 1<sup>st</sup> D. Buck, 2<sup>nd</sup> G. Ocegueda unanimous approval

#### IV. Discussion/Information

1. Budget Reports - *Technology funding has been reallocated based on what was financed by the district. Other funding from academic competitions was reallocated to the library and to digital subscriptions. Money will also be given to the departments for these digital subscriptions.*
2. School Plan for Student Achievement (SPSA)
  - a. Evaluate effectiveness and update SPSA goals/actions – *will discuss next meeting after mid-year IREADY is finished.*
  - b. Document Input from SSC members -
3. [Local Control and Accountability Plan](#) Input – *nothing to report*
4. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC)/DELAC – D. Buck reports: *students are being considered for reclassification.*
  - b. Parent Teacher Organization (PTO) – *board meeting on 1/12/22. Meetings taking place online. There was a book fair held and the shop for students to buy gifts for family members. They sold out and raised some money for the school. Dine-out was on 1/12/22.*
  - c. Action Team for Partnership (ATP) – *parents are invited to attend trainings.*
  - d. Parent Advisory Committee (PAC)
5. Program Reports

- a. Professional Development Opportunities (Paraprofessionals, Teachers) – *focusing on testing and how to best utilize assistants in classes. Trainings for ELPAC, and CCAASP assessments.*
  - b. Parent and Family Involvement Opportunities – *Spanish classes are being offered to parents and also English as a 2<sup>nd</sup> language classes*
  - c. Interventions- *class interventions, school tutoring, and Ms. Lawson's interventions will continue. Non-promote lists went out.*
6. Principal's Report – *Ms. Moorehouse discussed school happenings: report of rumors of threats; absences due to Covid and illness, students will receive Covid kits on Friday, 1/14/22. Gil Ocegueda praised the school for quick action on the rumors of threats.*
  7. Other –

## **V. Adjournment**

1. Agenda building for next meeting – mid-term IREADY scores
2. The next SSC meeting is scheduled for 2/10/22
3. Adjournment: Action Item: 4:04 pm 1<sup>st</sup>. D. Buck, 2<sup>nd</sup> M. Davis unanimous approval



# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



## School Site Council

Meeting Date: Thursday, February 10, 2022

Meeting Location: Zoom Time: 3:30-4:30

### MINUTES

#### I. Introductory Procedure

1. Call to Order - 3:33 pm Moorhouse
2. Establishment of Quorum: Kristen Moorhouse, Anita Hughes, Denyse Buck, Jose Lopez, , Taisha McMickens, Layla Jenkins, Michael Davis, Aileen Gonzalez, Zacariah Atallah, Gil Oceguela, Zoe Milkie  
Absent: Sandra Hales
3. Pledge of Allegiance – led by Mrs. Moorhouse
4. Welcome – Mrs. Moorhouse welcomes everyone and thanks them for coming.

#### II. Hearing Session/Public Comments

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No one present for public session

#### III. Action Items

1. Approval of Minutes of Meeting from 1/13/22  
*1<sup>st</sup> D. Buck, 2<sup>nd</sup> M. Davis – passed unanimously*
2. Approve budget and expenditure revisions – Reallocate \$500 for the price of subs for ELAC meetings.  
*1<sup>st</sup> A. Hughes, 2<sup>nd</sup> J. Lopez – passed unanimously*

#### IV. Discussion/Information

1. Budget Reports – *Nothing has changed on the updated budget, except changing the amount for subs. Use of digital subscriptions will be decided by the various departments. Final expenditures should be in by the next meeting.*
2. Training Topics
  - a. School Accountability Report Card (SARCS) – *found on the district website. Moorhouse explained how this website of information is broken down into categories and explained each category: demographics, book adoptions, school facilities, Fit report, State Priority Data (Assessments, Parent Involvement, Chronic Absenteeism, Suspensions/Expulsions, School Safety Plan, Average Class Sizes, Funding/Salaries, Professional Development). At the end of the SARC, it gives some overall Alvord Unified data.*
  - b. [www.alvordschools.org/SARCS](http://www.alvordschools.org/SARCS)
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data – *We're planning to use the IREADY data; however, CASSPP will be coming at the end of the year. IREADY end of the year assessments may not happen due to this. Moorhouse will review/revise the wording and send out the changes to SSC. All other goals should stay the same, there will just be a change to goals #1-4.*
  - b. Evaluate Proposed Goals and Expenditures – *At this time, the SSC members are happy to keep the goals and proposed expenditures as is for the remainder of the year.*
  - c. Document Input from SSC members - *Discussion: Milkie pointed out that we need to word these goals carefully so as not to be rejected. Moorhouse is looking for some other assessments besides IREADY.*

4. Local Control and Accountability Plan Input - *meeting was last night.*
5. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC)/DELAC – *ELAC met the first week of February. They went over how to support students who are long term ELL. Discussed how can they become reclassified.*
  - b. Parent Teacher Organization (PTO) – *nominations are coming up for next year for parents interested in serving. Follow them on Social Media. More PTO Fundraisers will be happening this year, including an Encanto Movie Night on March 25<sup>th</sup>.*
  - c. Action Team for Partnership (ATP) – *Looking at some events: 2 field trips in the works. Band is going to Disneyland and Ms. Martinez' Science classes will be going to the La Brea Tar pits. There will also be an AVID field trip and end of year school field trips. Tikis after school.*
  - d. Parent Advisory Committee (PAC) – *Z. Milkie gave a report on the last meeting. Mainly on ELCAP- Some issues discussed were absenteeism due to COVID, School Sports, Counseling, students being ready for high school graduation.*
6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers) – *trainings on how to best utilize paraprofessionals in the classroom; training for co-teaching; training for Bilingual Assistants*
  - b. Parent and Family Involvement Opportunities – *Kevin Bracey is hopefully coming in March. He is a motivational speaker for middle school students. He builds community and culture. He's come in the past and it's been a success!*
  - c. Interventions – *students will be moved around based on their performance in the 1<sup>st</sup> reporting period.*
7. Principal's Report
  - Parent focus meeting took place this month. Moorhouse will share info once she has it.*
  - Parent square survey for intent to return and parent climate surveys.*
  - A Covid Testing center has been opened up at Arlanza Community Library.*
8. Other
  - *T. McMickens asked if Diversity Equity Inclusion (DEI) need to be on the accountability report. Moorhouse stated no; however, the school tries to hold events pertaining to this topic. For example, we are doing kindness week, work with other schools in our area and hold field trips.*
  - *Moorhouse also discussed some programs that used to be in place to help cut down suspensions, especially with our male minority youth. She is hoping to bring some of these programs back that may have gone away with Covid. She's trying to find some that will serve our specific community.*

## V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 3/24/22
3. Adjournment: Action Item Meeting ending at 4:40 pm: T. McMickens 1st and Z. Milkie 2<sup>nd</sup> approved unanimously.



# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



## School Site Council

Meeting Date: Thursday, October 14, 2021

Meeting Location: Zoom Time: 3:30-4:30

### MEETING MINUTES

#### I. Introductory Procedure

1. Call to Order - @ 3:38 pm by Kristen Moorhouse
2. Establishment of Quorum – Members: K. Moorhouse, A. Hughes, J. Lopez, M. Davis, S. Hales, D. Buck, L. Jenkins, Z. Milkie, A. Gonzalez, Z. Atallah, G. Ocegüera
3. Pledge of Allegiance – Led by K. Moorhouse
4. Welcome – K. Moorhouse welcomed everyone to the meeting and thanked them for attending.

#### II. Hearing Session/Public Comments

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#### III. Action Items

1. Approval of Minutes of Meeting from 9/23/21: 1<sup>st</sup>- D. Buck 2<sup>nd</sup> - Z. Milkie Passed Unanimously
2. Approve SSC Officers
  - a. Parent Advisory Committee Representative from Parent Members (PAC-District committee) – A. Hughes nominated G. Ocegüera to serve on this committee. M.Davis 2<sup>nd</sup> the motion Unanimous approval.

#### IV. Discussion/Information

1. Budget Reports – *No change in expenditures, but Reflex Math just came through.*
2. Training Topics
  - a. Parent Involvement Policy – *Moorhouse went over this parent involvement policy. Moorhouse will update any items that need to be changed. This policy expires in December. Members will familiarize with this policy for SSC approval voting at the November 18<sup>th</sup> meeting.*
  - b. Comprehensive School Safety Plan – *the district updates this plan. SSC members need to look at it and be ready for voting in December. Moorhouse needs to bring this to the School Safety Committee in November. All Villegas safety plans will be reviewed for possible updates at the November meeting.*
3. School Plan for Student Achievement (SPSA)
  - a. Review/analyze achievement data (use local and available state data) – *Moorhouse explained the SPSA goal template that shows the ELA goals, actions, what is working, what isn't, and any modifications. This spreadsheet helps with easy review of the budget and the effectiveness. These will also be used for Math, History, and Science.*
  - b. Evaluate effectiveness of SPSA actions – *n/a for this meeting*
  - c. Begin reviewing and updating SPSA goals/actions – *n/a for this meeting*
  - d. Document Input from SSC members – *n/a for this meeting*
4. [Local Control and Accountability Plan](#) Input – *Moorhouse will have SSC review periodically and give input. The school board has approved this, but it is a living document and we can give input on how things are working out. Moorhouse clarified how this process works.*
5. Reports from Parent Committees

- a. English Learner Advisory Committee (ELAC)/DELAC – *Villagas does not have parents showing up to ELAC. A committee is needed to try to get more parent support. Next meeting will be on October 20<sup>th</sup>.*
  - b. Parent Teacher Organization (PTO) – Moorhouse gave an update. We just had a bookfair on October 4-8<sup>th</sup>. They also had a fundraiser night. Join PTO if not already done so.
  - c. Action Team for Partnership (ATP) – No events as of yet.
  - d. Parent Advisory Committee (PAC) – *Next meeting is October 20. SSC needs a representative. Gil Ocegueda volunteered to serve on this committee.*
6. Program Reports
- a. Professional Development Opportunities (Paraprofessionals, Teachers) – *Villegas held several PD opportunities for parent conferences. PD in the future for IEP support.*
  - b. Parent and Family Involvement Opportunities – *Need staff volunteers for the dance at October 29<sup>th</sup>. A community informational meeting will be held regarding the future construction on McKinley.*
  - c. Interventions – *opened up some interventions for 7<sup>th</sup> graders. Moved kids in and out of interventions as needed.*
7. Principal's Report – *The Great shakeout will be held on October 21<sup>st</sup>. We have Parent Engagement week coming in November.*
8. Other

## **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 11/18/21
3. Adjournment: S. Hale motion to end the meeting at 4:12 pm.G. Ocegueda 2<sup>nd</sup> the motion. Passed Unanimously. Meeting adjourned.





# Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



## School Site Council

Meeting Date: Thursday, April 21, 2022

Meeting Location: Zoom Time: 3:30-4:30

### MEETING MINUTES

#### I. Introductory Procedure

1. Call to Order @ 3:39 pm
2. Establishment of Quorum K. Moorhouse, A. Hughes, M. Davis, J. Lopez, Z. Milkie, S. Hales, A. Gonzalez, Z. Atallah, G. Ocegüera  
Guest: J. Burcham
3. Pledge of Allegiance
4. Welcome

#### II. Hearing Session/Public Comments

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NOTE: NO ONE in attendance at this time.

#### III. Action Items

1. Approval of Minutes of Meeting from 2/10/22 *1<sup>st</sup>: Ocegüera, 2<sup>nd</sup>: Lopez -- unanimously passed*
2. Approve budget and expenditure revisions: *no changes were made to the budget since the last meeting. All money has been spent as close as possible. 1<sup>st</sup> Ocegüera, 2<sup>nd</sup> Hughes -- unanimously passed*

#### IV. Discussion/Information

1. Budget Reports – *Budget for 2022/23 has not been received, yet.*
2. Training Topics
  - a. 2022-2023 Budget Review – We are going to anticipate amounts we will spend. LI: We normally receive \$40,000 and EL is \$20,000.
  - b. Planning and Input for 2022-2023 Budget – Moorhouse explained what the funds typically go towards and what would come out of the general budget vs. LI and EL budgets (ie printing costs, library costs, etc.) She also explained what the district can cover vs. what the school site covers. Some things SSC would like to keep are digital subscriptions, tutoring, Subject area department supplies, library. Moorhouse will put together a proposed list for SSC to vote on the next meeting.
3. School Plan for Student Achievement (SPSA)
  - a. Review 2022-2023 SPSA – Draft
  - b. Feedback – *we've established our goals and will review when we get the budget.*
4. [Local Control and Accountability Plan](#) Input – *feedback was given and the system was easy to use. Milkie discussed how she questioned the district on how will they meet the needs of the community based on this input. Moorhouse explained how the process works. LCAP determines how funding is spent at the school sites (ie. sports).*
5. Reports from Parent Committees
  - a. English Learner Advisory Committee (ELAC)/DELAC – *Ms. Buck absent, Moorhouse reported. Last meeting, the counselors spoke on their roles at Villegas.*



- b. Parent Teacher Organization (PTO) – *Lunch on the Lawn is tomorrow, April 22. Paint night has been postponed to fall.*
  - c. Action Team for Partnership (ATP) – *Works with PTO and will be doing lunch on the lawn.*
  - d. Parent Advisory Committee (PAC) – *Milkie gave a report. They discussed the budget and how it can be changed. ie. Music programs are inconsistent at the elementary levels. Parents feel that sports are not acceptable at the middle school level. Moorhouse mentioned how important this funding is and how it has helped our music programs at Villegas.*
6. Program Reports
- a. Professional Development Opportunities (Paraprofessionals, Teachers) --
  - b. Parent and Family Involvement Opportunities
  - c. Interventions – *literacy lab is going strong.*
7. Principal's Report – *finally opening up our campus and able to hold events for the parents/families. Lots of end of the year activities for each grade level.*
8. Other – *Milkie concerned that we haven't received the budget. District has not given a reason as to why this has been delayed.*

## **V. Adjournment**

- 1. Agenda building for next meeting – *Approving the SPSA*
- 2. The next SSC meeting is scheduled for 5/12/22
- 3. Adjournment: Action Item - *end the meeting at 4:25 pm. 1<sup>st</sup> Milkie, 2<sup>nd</sup> Oceguela – unanimously passed*