



## School Plan Overview

### VISION AND MISSION

Mission Statement: Wayne Ruble Middle School – building a community where all members will achieve their maximum potential.

Theme: Taking Pride with Every Stride!

### SPSA HIGHLIGHTS (bullet points)

Wayne Ruble Middle School was recognized and re-designated as a "Schools to Watch" Taking Center Stage Program high performing school in 2022.

- Intentional alignment of services and supports for English Learners to increase academic and language achievement. English Learner Progress indicated on CA Dashboard was maintained at 53.7%
- Intentional alignment of CTE pathways to our feeder high schools

### INCREASED OR IMPROVED SERVICES (bullet points)

- Increase Math support and PD for teachers
- Increase TOA math support, Intervention TOA support, and targeted support for English Learners
- Create capacity for team/grade level leads
- Increase district TOA support targeting our African American and EL students specifically in Math
- Increase Multilingual Programs and Services Program Specialist support and professional development for designing Language Objectives across all content areas
- Increase social and emotional support for all students with onsite groups with our Climate & Culture TOA and individual student support from an onsite Marriage and Family Therapist (MFT)
- Increase integration of technology during classroom instruction in ELA (Study Sync) Math (Math Tech Book) Social Studies (TCI) and Science (Amplify)

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population	
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>
<b>1357</b>	<b>62.5</b>

Total Number of Students enrolled in Wayne Ruble Middle School.

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
Filipino	46	3.4
Hispanic	1000	73.7

# School and Student Performance Data

## **Overall Performance**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Orange



**2023 Fall Dashboard English Language Arts Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
<p align="center">Yellow</p> <p align="center">5.1 points below standard</p> <p align="center">Increased +5.4 points</p> <p align="center">1298 Students</p>	<p align="center">Yellow</p> <p align="center">45.9 points below standard</p> <p align="center">Increased +11.5 points</p> <p align="center">299 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">10 Students</p>
Homeless		
<p align="center">Less than 11 Students</p> <p align="center">9 Students</p>		



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>18.2 points below standard</p> <p>Maintained -0.7 points</p> <p>130 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Green</p> <p>39 points above standard</p> <p>Maintained -0.1 points</p> <p>50 Students</p>	<p>Blue</p> <p>94 points above standard</p> <p>Increased Significantly +18.6 points</p> <p>44 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Yellow</p> <p>12.3 points below standard</p> <p>Increased +4.9 points</p> <p>963 Students</p>	<p>38.1 points above standard</p> <p>Maintained +1.1 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Green</p> <p>2.2 points above standard</p> <p>Increased +14.3 points</p> <p>80 Students</p>





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**






Current English Learner



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>54.7 points below standard</p> <p>Increased Significantly +18.2 points</p> <p>1297 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>96 points below standard</p> <p>Increased Significantly +16.6 points</p> <p>299 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>10 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>68.6 points below standard</p> <p>Increased Significantly +19.7 points</p> <p>825 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>146.7 points below standard</p> <p>Increased Significantly +21.9 points</p> <p>142 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow	Less than 11 Students  1 Student	 Green	 Blue
77.6 points below standard		11.4 points above standard	53.9 points above standard
Increased Significantly +15.4 points		Increased +10 points	Increased Significantly +16.4 points
130 Students		51 Students	44 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	30.8 points below standard Maintained +0.4 points	Less than 11 Students  4 Students	 Yellow
62.5 points below standard			35.5 points below standard
Increased Significantly +17.7 points	26 Students		Increased Significantly +33.9 points
962 Students			79 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
149 points below standard	38.2 points below standard	52.6 points below standard
Decreased -6.7 points	Increased Significantly +20.2 points	Increased Significantly +19.3 points
156 Students	143 Students	838 Students

# School and Student Performance Data

## Academic Performance

### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

#### 2023 Fall Dashboard English Learner Progress Indicator

##### English Learner Progress



Orange

53.7% making progress towards English language proficiency

Number of EL Students: 164 Students

Performance Level: 3

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.

<b>2023 Fall Dashboard Student English Language Acquisition Results</b>			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
23	48	11	74

# School and Student Performance Data

## Academic Performance

### College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

#### 2023 Fall Dashboard College/Career Equity Report

Very High

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.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

**All Students**

**English Learners**

**Foster Youth**

**Homeless**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

**African American**

**American Indian**

**Asian**

**Filipino**

**Hispanic**

**Two or More Races**

**Pacific Islander**

**White**







**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

**All Students**

Yellow

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 13.5% Chronically Absent Declined -10.3 141 Students	Less than 11 Students 1 Student	 Green 7% Chronically Absent Declined -5 57 Students	Orange 12.8% Chronically Absent Increased 4.3 47 Students
Hispanic	Two or More Races	Pacific Islander	White
Yellow 22.7% Chronically Absent Declined Significantly -7.8 1024 Students	17.9% Chronically Absent Declined -0.9 28 Students	Less than 11 Students 6 Students	Yellow 18.4% Chronically Absent Declined -11.3 87 Students



**2023 Fall Dashboard Graduation Rate for All Students/Student Group**

**All Students**

**English Learners**

**Foster Youth**

**Homeless**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

**African American**

**American Indian**

**Asian**

**Filipino**

**Hispanic**

**Two or More Races**






**Pacific Islander**

**White**





**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 8.2% suspended at least one day Declined -0.3 146 Students	Less than 11 Students 1 Student	 Yellow 1.8% suspended at least one day Increased 1.8 57 Students	 Blue 0% suspended at least one day Maintained 0 48 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4% suspended at least one day Increased 0.6 1045 Students	7.1% suspended at least one day Declined -1.9 28 Students	Less than 11 Students 6 Students	 Orange 4.5% suspended at least one day Increased 1.6 89 Students



### Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes
Student Fall SEL Survey: Participation Rate for Grades 3-12	87%	85%	95%
Family Climate Survey: Household Participation Rate	5%	14%	25%
Student Climate Survey: Participation			

## Student Climate Survey

Strategies or challenges that contributed to participation rate:

Our participation rate was high. A strategy we used to contribute to a higher participation rate was to have students take the survey during their elective class. Our Climate & Culture TOA helped to complete make-ups with students who were absent.

Areas where growth was evident from previous year:

Areas of growth identified through the Student Climate Survey were the areas of Rigorous Expectations (67% for grade 6) increase by 12, and Valuing of School (57% for grade 6) increase by 3.

Areas of strength identified:

Areas of strength identified through the Student Climate Survey were Student Interactions (72% for grade 6), (81% for grade 7 & 8), and Substances, (Abstinence) (74% for grade 7 & 8)

Areas where growth is needed:

Areas of need identified through the Student Climate Survey were Student Voice (15% for grade 6), and (15% for grade 7 & 8). Facilities was also low (30% for grade 6) and (29% for grade 7 & 8). We will work to support these areas of need through implementation of PBIS and a "House System" to instill a sense of positive school culture where everyone is valued and respected.

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

materials. Teachers facilitated learning using textbooks and online curriculum platforms for ELD/ALD, Study Sync, TCI, Discovery Math Techbook, Big Ideas and Amplify. Interventions were provided using iReady Reading & Math, Math 180 and Read 180. Organizational skills were implemented through AVID. Students received enrichment opportunities through ASB, WEB, Yearbook, Vocal Music and Band, STEAM, Aviation and Literature Appreciation. Learning Targets & Success Criteria were evidenced in lesson plans for ELA, Math, Science and Social Studies classrooms. Based on data gathered through Classroom Observations, teachers need to receive continued support from the Multilingual Programs Specialist for strategies to deliver Language Objectives during instruction in all content areas to increase student academic language development. Teachers will also receive training to support the implementation of accommodations for Students with Disabilities and increase reading

Standards, Assessment, and Accountability

<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Wayne Ruble Middle School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student group:</p> <ul style="list-style-type: none"> <li>• Performance Matters reports for student enrollments with ELPI data</li> <li>• Performance Matters reports for common, formative assessments in math, science, social studies, and English.</li> </ul> <p>Throughout the year, each content area developed protocols to guide discussions during PLC Collaboration time.</p> <p>We use the following:</p> <ul style="list-style-type: none"> <li>• MAP Reports</li> <li>• ELPAC Reports</li> <li>• CAASPP Reports</li> </ul> <p>Data gained from these reports are used to determine student placement in ELD and ALD classes, as well as what students will be reclassified.</p>
<p>Process for monitoring implementation of the School Plan and annually evaluating progress toward accomplishing the goals.</p>	<p>Administrators, teachers, parents and staff (Through the PLC process, Instructional Leadership Team, School Site Council, and English Learner Advisory Committee) will work together to:</p> <ul style="list-style-type: none"> <li>• School Site Council meets monthly to progress monitor implementation and achievement outcomes</li> <li>• School Site Council formally evaluates Actions &amp; Services in December and March of each school year</li> <li>• Create a PLC team specifically to evaluate and monitor the needs of our English Learners</li> <li>• Use data analysis to identify students' needs and how they are being addressed</li> <li>• Discuss needs and identify appropriate actions/services and related expenditures</li> <li>• Develop identified, appropriate actions/services and related expenditures</li> <li>• Monitor actions/services throughout the school year</li> <li>• Evaluate effectiveness of actions/services that are most/least effective and determine why</li> <li>• Use metrics to examine each action/service to determine whether to continue, modify or discontinue</li> </ul>
<p>Process for monitoring implementation and annually evaluating progress toward accomplishing EL program goals for addressing the needs of at-risk ELs.</p>	<p>Our English Learner program is monitored through quarterly ELAC meetings. School data compiled from state, district and common assessments is shared with stakeholders. Teachers regularly examine EL data during PLC collaboration time, especially the ELD/ALD PLC team. Parents, staff and school administration work together to evaluate the program and services.</p>

### Staffing and Professional Development

	designing common formative assessments to determine learning needs have been met, and to plan for interventions and enrichment.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Teachers are provided with PLC Collaboration time, coaching with our Teachers on Assignment (TOA) for ELA, Math, Science, and Technology and support from our Special Education Program Specialist.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers are provided with time on Wednesday twice monthly to collaborate with peers. Teachers are provided with Professional Development prior to the start of the school year. Professional Development is followed by teacher release planning days for collaboration to analyze data, and plan effective, targeted instruction. Teachers are also provided with Administrative Directed time to collaborate and plan. The school site and district offer additional trainings throughout the year in which teachers can participate and develop strategies to improve instruction and student success.

### Teaching and Learning

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

Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

Grade English	Math	Science	Social Science
6-8th Study Sync	Big Idea	Amplify	TCI History Alive!
Discovery Math	Techbook		

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

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>WRMS students are provided with extended learning opportunities such as after school tutoring. AVID strategies such as Cornell notetaking, collaborative and collaborative study groups. Bilingual Aides, Instructional Aides, and College Tutors EL Site Monitor, CLAD certified instructors, Guidance Counselors, and a Climate &amp; Culture Teacher on Assignment.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The needs of all students were not met by the SPSA Actions/Services implemented. Not all SPSA Actions/Services were fully implemented due to the shortage of qualified substitute teachers and applicants for College Tutor/Monitors. 34.8% of our English Learners are not making progress toward English language proficiency. There continues to be an achievement gap for our EL, SED, and SWD students.</p>

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p>	<p>N/A site is not in ATSI or CSI</p>
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Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Parent meetings are held monthly based on a Needs Assessment Survey to provide families with the opportunity to provide input and ask questions regarding their child's education. Topics covered range from How to Understand Data, Internet Safety and Cyber Bullying to Parent Education. An additional parent meeting was held to provide information on Cyber-Security and Social Media. Parents are invited to participate in advisory committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Advisory Committee (DELAC), and District African American Parent Advisory Committee (DAAPAC). All meetings are held in English and Spanish translation is provided.</p>
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Educational Partner Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p>	<p>School Site Council, comprised of our principal, certificated staff, classified staff, parents and three students, along with our English Learner Advisory Council, perform progress monitoring on the SPSA Actions and Services in December and March each year. The councils determine the level of implementation of Actions and Services and identified which Actions and Services to continue implementing, which to modify, and ones to discontinue. In April of 2024, School Site Council, with input from ELAC and our Instructional Leadership Team, developed the 2024-25 Actions and Services and Unfunded Priorities. In May of 2024, School Site Council reviewed and approved the 2024-25 SPSA.</p>
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## ELD Evaluation





## SWP Requirements

<p><b>SWP Requirements:</b>                      [ESSA section 1114(b)(7)]                      The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>As a means to best understand and address students' learning needs, teachers and administration will engage in timely assessment and data analysis.</p> <p>We will focus our efforts on providing a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. Students will be provided access to high quality first instruction, intervention, and enrichment opportunities.</p> <p>A school-wide multi-tiered system of supports for students</p>	

Address the needs of students at risk of not meeting the challenging State academic standards.

Focus on ELD: Teachers will ensure that integrated ELD is provided in all lessons for ELs to access the curriculum.

As a site, we will utilize ELA Interventions, iReady Reading & Math, Math Tech Book, as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards.

## Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 12.5 (2021-2022)</li> </ul>	-5.4	-2.4
Smarter Balanced Assessment Math (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 75.5 (2021-2022)</li> </ul>	-55.0	-52.0
Fall MAP Growth Reading (ALL): Average Distance from Norm (DFN)	6th: -4.1 7th: -3.9 8th: -2.3	6th: -4.0 7th: -2.3 8th: -3.2	6th: -3.5 7th: -1.8 8th: -2.7
Fall MAP Growth Math (ALL): Average Distance from Norm (DFN)	6th: -7.6 7th: -7.1 8th: -5.3	6th: -5.5 7th: -5.2 8th: -6.6	6th: -5.0 7th: -4.7 8th: -6.1
MAP Growth Reading (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.02	-0.03	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.19	0.09	>= 0

CAASPP Data Analysis – ALL Students
Achievement Trends:
School <ul style="list-style-type: none"> <li>• Schoolwide, 48.6% of students met/exceeded in English Language Arts and 30.7% in Math.</li> </ul>

## CAASPP Data Analysis – ALL Students

- In ELA, the school average is 5.1 points below standard (-5.1 Distance from Standard) which is 37.1 points above the district average.
- In math, the school average is 54.9 points below standard (-54.9 Distance from Standard) which is 28.8 points above the district average.

### Grade Levels

- In ELA, the percentage of Standard Not Met/Nearly Met decreases as grade level increases from sixth to eighth grade.
- In math, the percentage of Standard Not Met/Nearly Met increased from sixth to seventh grade and then decreased at eighth grade.
- In ELA, the average scaled score is in the Standard Nearly Met range closer to the meeting the Met range for all grade levels.
- In math, the average scaled score is in the Standard Nearly Met near the middle of the range for all grade levels.

### Student Groups

- Females are outperforming males in percent met/exceeded for ELA, but males are outperforming females in math.
- Hispanic, African American, English Learners, Students with Disabilities, and Socio-Economically Disadvantaged student groups are all below the schoolwide percentage for met/exceeded in both ELA and math.
- Asian, Filipino, White, Two or More Races, English Only, Initial Fluent English Proficient, Reclassified Fluent English Proficient student groups are performing above standard (positive Distance from Standard) in ELA.
- Asian, Filipino, and Initial Fluent English Proficient student groups are performing above standard (positive Distance from Standard) in math.

### Growth Trends:

#### School

- Schoolwide, there was an improvement in percent met/exceeded by 2.3% in ELA and 6.8% in math.
- The schoolwide Distance from Standard improved by 7.2 points in ELA and by 20.5 in math.

#### Grade Levels

- The percent Standard Met/Exceeded increased for all grade levels in math, but slightly decreased for grade 7 in ELA.
- In ELA, the grade 6 and 7 cohorts improved their Distance from Standard (narrowing gap). However, grade 8 maintained from the prior year.
- In math, all grade cohorts increased or increased significantly their Distance from Standard (narrowed the gap).

#### Student Groups

- All student groups, with the exception of Asian, increased the percent Standard Met/Exceeded in math.
- All student groups, with the exception of English Learners, improved in Distance from Standard in math.
- English Learners and Asians were the only student groups that declined in Distance from Standard in ELA.

### Identified Areas of Strength:

Although our number of English Learners increased from 158 in 2019 to 205 in 2022, achievement levels in ELA increased from 6.3% meeting or exceeding standard to 11.2%. We experienced similar positive trends with other student groups. Our Reclassified Fluent English Proficient students, 60.8% to 63.2% and our Students with Disabilities, 4.7% to 7.9%. We also experienced improved achievement levels in Math for students meeting or exceeding standard. Students

### CAASPP Data Analysis – ALL Students

with Disabilities showed improved growth 3.1% to 4.0%, and Homeless, 5.6% to 9.1%. Although students showed improvement in meeting or exceeding standard, the gap to DFS increased for each of these student groups.  
In both ELA and Math, Communicating and listening and Listening Claim data shows that we have fewer students in the % Below Standard than any other claims.

#### Identified Needs (Areas for Growth):

Our CAASPP data indicates that Schoolwide we increased the gap in DFS to -12.3 in ELA and -75.5 in Math. We also had a decrease of 3.4% in ELA for students meeting or exceeding standard, and a decrease of 7% in Math from 2019 to 2022.

Our greatest area of need in our Claim data for Math, shows that the largest % of students Below Standard is in Concepts & Procedures.

Our greatest areas of need in our Claim data for ELA, shows that the largest % of students Below Standard is in Writing, closely followed by Reading.

#### List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

ELA: Socioeconomic Disadvantage, African American, English Learners, Students with Disabilities

Math: Socioeconomic Disadvantage, African American, English Learners, Students with Disabilities

### MAP Data Analysis – ALL Students

#### Achievement Trends:

- School:
- Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands (below the 40th percentile) in math than in reading.
  - Nearly 40% of students are scoring below average (bottom two performance bands below the 41st percentile) in reading.
  - More than ½ of students are scoring below average (bottom two performance bands below the 41st percentile) in math.
  - Nearly 30% of students are scoring below the 21st percentile in math (in the lowest performance band).
  - Schoolwide, 48% of students are projected to score Standard Met/Exceeded in reading on CAASPP, while only 27% of students are projected to score Standard Met/Exceeded in math on CAASPP.

#### Grade Level:

- On average, 7th grade students are performing higher than all other grade levels in reading.
- 7th grade students are closest to the norm in reading and math and have the greatest percentage of students in the HiAvg and Hi bands than any other grade level in reading and math.

## MAP Data Analysis – ALL Students

- In Reading, the percentage of students performing below the 41st percentile is similar in all grade levels (44%, 43%, 44%).
- In math, the percentage of students in the Lo and LoAvg bands is greater than the school percentage in grades 6 and 8.
- In math, the percentage of students projected to score Standard Met/Exceeded decreases as the grade level increases.

### Student Groups:

- While there are no significant differences in performance between male and female students in reading, there are ethnicity and program groups that demonstrate significantly higher percentages of students in the lowest performance band compared to the All-Student Group, including African American, English Learners, Socio-Economic Disadvantaged, and Students with Disabilities.
- Male students scored significantly higher than female students in the Standard Met/Exceeded projection in math. African American, English Learners, and Students with Disabilities scored significantly lower in Standard Met/Exceeded projection than the school percentage.

### Growth Trends:

#### School:

- More than 50% of students met or exceeded their projected (expected) growth. (50% reading and 56% math)
- On average, schoolwide growth in both reading and math was in the average range based on the average growth percentile
- The schoolwide Conditional Growth Index showed that on average students made less than one year of growth in reading (-.03)
- The schoolwide Conditional Growth Index showed that on average students made less than one year of growth in math (.09)

#### Grade Levels:

- All grade levels showed improvement from Fall of 2022 to Fall of 2023 in closing the gap in Distance from Norm in both reading and math.
- Based on Conditional Growth Index, grades 6 and 8 made less than one year of growth in reading and grade 7 made less than the one year of growth in math.
- Nearly ½ of students in grades 6 and 8 met/exceeded their projected growth in reading. More than ½ of grade 7 students met/exceeded their projected growth in reading.
- More than ½ of students in grades 6-8 met/exceeded their projected growth in math. In grade 8, 63% of students met/exceeded their projected growth in math.

#### Student Groups:

- Based on the Conditional Growth Index, on average, eight of our student groups made expected growth in math. The student groups who did not make expected growth were: African American (-.21) White (-.01) English Learner (-.08) and Students with Disabilities (-.08).
- In reading, only three student groups (Filipino, Two or More Races, RFEP) made expected growth, while nine student groups made less than one year's growth (negative Conditional Growth Index)
- Significantly fewer African American, and Students with Disabilities Met/Exceeded their projected growth in math compared to the schoolwide rate.

## MAP Data Analysis – ALL Students

- The majority of our student groups were aligned with Meeting/Exceeding their projected growth in reading compared to the schoolwide rate, with the exception of IFEP.

### Identified Areas of Strength:

- Schoolwide, all grade levels decreased the gap in Distance from Norm in reading and math.
- Schoolwide, the Real and Complex Number Systems is a relative strength in math.
- Schoolwide, Informational Text is a relative strength in reading.

### Identified Needs (Areas for Growth):

- Schoolwide, Literary Text is the greatest area of need in reading.
- Schoolwide, Geometry is the greatest area of need in math.
- 8th grade students have the largest percentage of students performing in the Lo and LoAvg range in all goal areas in math.





## Site Measures for Evaluating Actions/Services

listening and speaking in English. Evidence of successful implementation was obtained through twenty-seven formal and ninety-two informal classroom observations from August, 2023 through February, 2024.

### Identified Needs (Areas for Growth):

We have been successful in moving students out of the bottom tiers (two or more years below grade level) in iReady in both Reading and Math. Although we are showing success with our lower performing students, our achievement at or above grade level has remained the same.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Professional Development supplies and resources, books, digital resources</li> <li>Printing</li> <li>Certificated hourly</li> <li>Conferences and Workshops - related fees</li> <li>Contracted Services and related materials</li> </ul>					
1B: Provide extended learning interventions for Math and Language Arts to increase student proficiency <ul style="list-style-type: none"> <li>Certificated/Classified/Sub hourly</li> </ul>	Pre/Post data iReady Reading/Math Data District Benchmark Data	All Students; Particularly SWD	Admin/Tutoring Staff	\$7,500	\$
1C: Provide enrichment (STEAM Focus) to increase student proficiency and engagement <ul style="list-style-type: none"> <li>Certificated/Classified/Sub hourly</li> <li>Contracted services and related materials</li> <li>STEAM, robotics, lab equipment, materials, &amp; digital resources</li> <li>VAPA materials &amp; supplies</li> <li>Instructional supplies</li> <li>Printing</li> <li>Academic Field Trips (Entry Fees and Transportation)</li> </ul>	Student Survey	All Students	Admin/Enrichment Staff	\$22,850	\$10,400
1D: Provide targeted instruction to increase student achievement	iReady Reading/Math Data Classroom Observations	All Students; Particularly SWD	Admin/Teachers/Support Staff	\$33,460	\$600

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Supplemental instructional resources</li> <li>College tutors/Classified hourly/Sub hourly</li> <li>Technology (Hovercam/Headphones/Surge Protectors)</li> <li>Books &amp; classroom literature sets (Digital or Hard Copy)</li> <li>Instructional software and digital resources</li> </ul>					
<p>1E: Provide a summer program for ELA, Math, &amp; STEAM to increase student proficiency</p> <ul style="list-style-type: none"> <li>Certificated/Classified/Sub hourly</li> <li>Supplemental instructional resources</li> </ul>	<p>Sign In sheets</p> <p>Student Survey</p>	All Students	Admin/Teachers	\$5,319	\$
<p>1F: Provide PLC (Grade level and Content Area) time for teacher to analyze data and plan to increase student achievement</p> <ul style="list-style-type: none"> <li>Certificated hourly</li> </ul>	<p>PLC feedback forms/agendas</p> <p>iReady Reading/Math Data</p> <p>Ds &amp; Fs Report</p>	All Students	Admin/Teachers/	\$18,708	\$
<p>1G: Implement AVID schoolwide to increase student achievement</p> <ul style="list-style-type: none"> <li>College tutors</li> <li>Certificated hourly</li> </ul>	<p>Classroom Observations</p> <p>AVID Program</p> <p>Goals/Reflections</p> <p>District Benchmark Data</p>	All AVID Students	Admin/Teachers	\$15,679	\$
<p>1H: Provide Parent Trainings &amp; Workshops to support student achievement and improve home to school communication</p>	<p>Sign In Sheets</p> <p>Participant Surveys</p>	All Students	Admin/School Outreach	\$7,300	



## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs:

English Learners will demonstrate improved academic growth and achievement in language arts and mathematics through small group instruction.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
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Smarter Balanced Assessment ELA (EL): Average  
Distance from Standard (DFS)









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2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<p>1a.A: Provide support during and after the school day to target instruction specific to the four domains assessed on ELPAC for English Learners to improve proficiency in reading, writing, listening, and speaking.</p> <ul style="list-style-type: none"> <li>• Instructional supplies/resources</li> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> <li>• College Tutors</li> </ul>	iReady Reading Winter Data Semester Grades for ELA	English Learners	Teachers/MPS TOA/Content TOAs	\$11,000	
<p>1a.B Diminish loss of classroom instructional time during ELPAC testing.</p> <ul style="list-style-type: none"> <li>• Certificated Hourly (Teacher Prep)</li> </ul>					

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the



Grade Level

- The percentage of students that maintained or made progress in 2023 over 2022 increased in grade 6 and grade 7.
- The grade 7 ELs had the greatest percentage of student that made progress from 2022 to 2023.
- The percentage of current 8th grade students that moved to levels 3L-4 in 7th grade year increased from their 6th grade year from 53% to 79%.
- The grade 8 cohort showed the greatest increases in levels 3L-4 from 2021 to 2023.
- The grade 6 cohort had the largest increase of students falling back to Level 1.
- The grade 8 cohort had the largest decline in students making progress in English Language proficiency.

Student Groups

- The distribution of ELPI progress was similar for Male and SED student group cohorts with both showing % increases over the three-year period.
- The Female and SWD cohorts both showed an increase in the percentage of students falling back to Level 1.

Identified Areas of Strength:

- Schoolwide, the Speaking domain is an area of strength.
- Schoolwide, performance over the past 3 years in the Speaking domain has significantly improved.
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ELPI Performance (Status AND Change)

- 53.7% of English Learners made adequate progress toward English proficiency which was a decline of 1.9% from the prior year.
- The percent of English Learners making progress is considered “Medium”.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC



2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC



## Unfunded School Site Council Priorities

Actions/Services

Pupils to be served

Estimated Cost

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> <li>• Technology (Hovercam/TV/Headphones/Stylus/Earbuds/Surge Protectors)</li> <li>• Books &amp; classroom literature sets (Digital or Hard Copy)</li> <li>• Instructional software and digital resources</li> <li>• Flexible seating</li> </ul>			
<p>1F: Provide PLC (Grade level and Content Area) time for teacher to analyze data and plan to increase student achievement</p> <ul style="list-style-type: none"> <li>• Sub coverage</li> <li>• Certificated hourly</li> </ul>	All Students	20,000	Admin. & Certificated Staff
<p>1I: Provide Other Means of Correction Implementation (OMOC) During School &amp; After School Academic Block to decrease Ds &amp; Fs</p> <ul style="list-style-type: none"> <li>• Certificated hourly</li> </ul>	All Students	10,000	Admin. & Certificated Staff
<p>1J: Provide social-emotional and behavioral supports for student well being</p> <ul style="list-style-type: none"> <li>• Certificated hourly and subs</li> <li>• Certificated Salary and Benefits</li> <li>• SEL supports &amp; resources</li> <li>• Flexible seating</li> </ul>	All Students	20,000	Admin. & Certificated Staff
<p>1G: Implement AVID schoolwide to increase student achievement</p> <ul style="list-style-type: none"> <li>• College tutors</li> <li>• Certificated hourly</li> <li>• Instructional and Organizational Supplies</li> </ul>	AVID Students	20,000	Admin. & Certificated Staff

## Programs Included in this Plan

Federal Programs	Allocation
X Title I, Part A: Allocation	





## RECOMMENDATIONS AND

The School Site Council (SSC) recommends this school plan and proposed expenditures to the following:

The SSC is correctly constituted and was formed in accordance with district governing board

The SSC reviewed its responsibilities under state law and district governing board policies, including Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees:

### Signature

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and 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 stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

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Principal, Anne-Marie Cabrales

SSC Chairperson, Robert Bassett