

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Douglas MacArthur Fundamental Intermediate

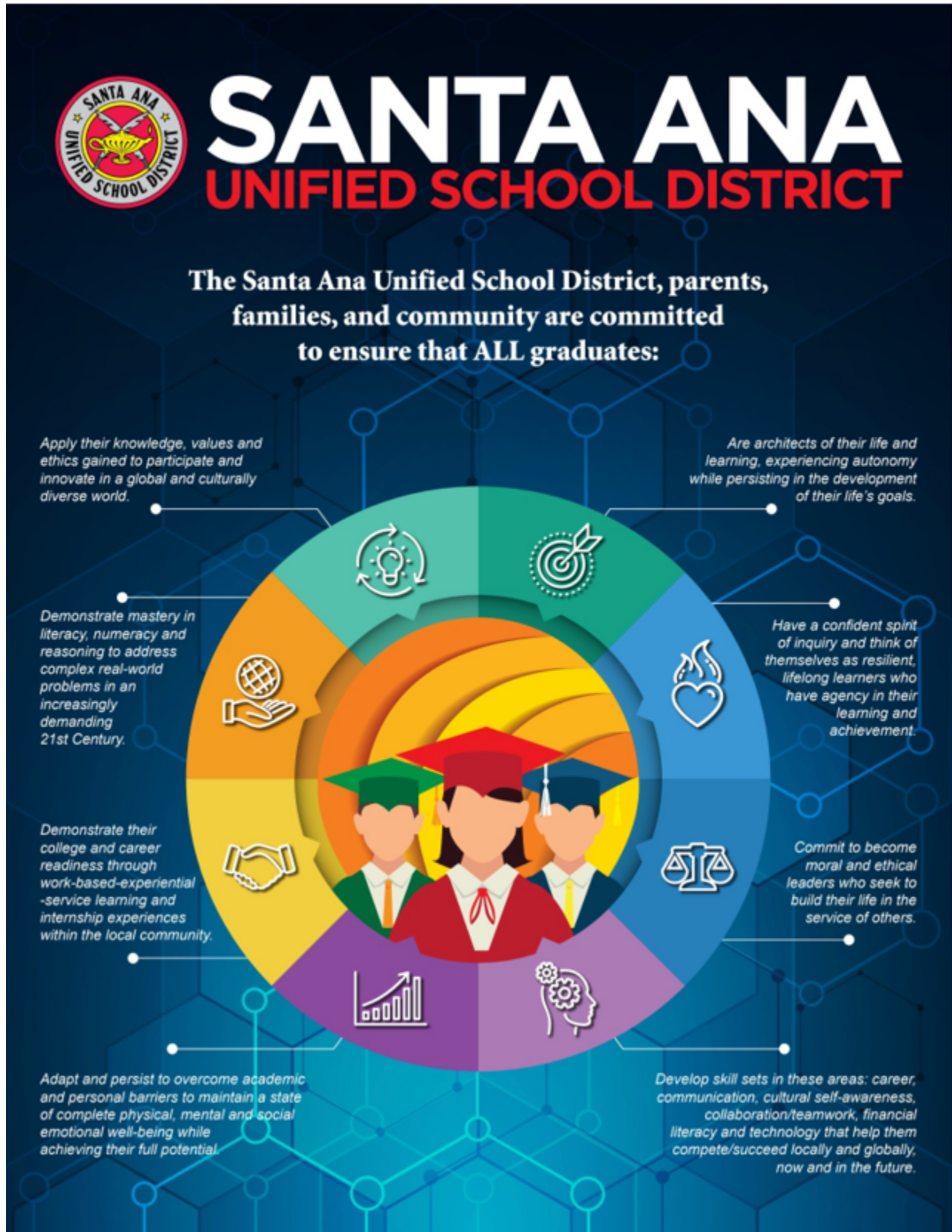
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

MacArthur Fundamental Intermediate will provide students with equitable access to, and a robust system of supports (MTSS) for, a high quality instructional program in a safe and healthy environment that supports learning (both academic and social- emotional), college and career readiness, and equips students with the knowledge, skills, and values necessary to become productive citizens in the 21st century.

Strategy/Activity 1

Attendance improvement and student engagement:

All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

Budgeted Amount:

19,300

Strategy/Activity 2

School-wide positive behavior program:

School-wide program to support positive behavioral outcomes for students. This strategy includes teacher training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior.

Budgeted Amount:

19,945

Strategy/Activity 3

Creating a culture of rigor, college success and 21st Century Learning Environments:

School-wide Program to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Teachers, counselors and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be trained how to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees.

Budgeted Amount:

37,396

Strategy/Activity 4

Socio-emotional counseling and support:

Program that is intended to provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential signs of trouble and a part-time consultant/counselor will meet individually with students and provide tier III individualized support and mental health referrals where necessary.

Budgeted Amount:

20,000

Total Expenditures

96,641.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

I. All MacArthur Fundamental Intermediate School students will demonstrate mastery of literacy skills by increasing by a grade equivalent on the MAP RIT score.

II. Students will demonstrate improvement in reading and comprehension by using grade-level appropriate material across the disciplines and through implementation of effective reading strategies.

III. Targeted students (those performing more than 2 years below grade level) will receive targeted intervention that may include a reading support class and using the District adopted intervention series. LTEL's will receive targeted tutorial instruction.

Strategy/Activity 1

All students will have access to the core ELA program through the Benchmark curriculum.

Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the Tier II or Tier III programs. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased as well as school-wide summer reading texts-include online library books and textbook distribution for learning at home. Fiction and non-fiction materials will be purchased. Teachers will be trained on best practices to promote language, reading and writing development, while creating an environment where rigor and academic literacy is valued.

Budgeted Amount:

25,000

Strategy/Activity 2

Students at risk of not meeting ELA standards are identified for academic intervention; provided before/after school tutoring; and given access to differentiated online programs. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary. Peer Tutors will tutor and mentor to target students (EL and below grade level).

Budgeted Amount:

Strategy/Activity 3

The lowest performing students-those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings

will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. Counselors and/or other staff will be brought into the process where needed.

Budgeted Amount:

23,790

Total Expenditures

48,790.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

- I. All EL Students will improve their ability to read, write and speak English as measured by formal and informal assessments.
- II. All English Learners will receive instruction within core language arts programs that will develop proficiency in English as rapidly and effectively as possible.
- III. All English Learners will develop to gain proficiency in the district curriculum.
- IV. All English Learners will participate in the core curriculum.
- V. English Language Learners will demonstrate their improved English skills by increasing student proficiency on the MAP RIT score.

Strategy/Activity 1

All English Learners are enrolled in standards-based classes and will be provided with integrated and designated ELD instruction. Teachers will be trained on best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Technology will support access to these programs, and teachers will create lessons and use instructional tools for access to content information and extended learning. Social and supplemental activities to provide opportunities to develop English skills.

Budgeted Amount:

Strategy/Activity 2

English Learners not demonstrating sufficient progress in acquiring English, and students not demonstrating sufficient understanding in the core academic curriculum, will be supported through supplemental English Learner tutoring, where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students' individual needs and provides additional support so that students continue to make progress towards English language acquisition.

Budgeted Amount:

Strategy/Activity 3

English Learners identified at-risk of becoming long term English Learners and show signs of academic struggles due to limited English language fluency will be placed in the Tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs, and ensure student success.

Budgeted Amount:

15,944

Total Expenditures

15,944.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

- I. All students will be participate in challenging, standards-based learning experiences and are taught to use mathematical reasoning strategies, skills, and concepts in finding solutions.
- II. Targeted students may take an extra period of math using intervention programs adopted by the District for students performing two or more years below grade level.
- III. All students will demonstrate improvement in mathematics by demonstrating growth on the MAP RIT score.

Strategy/Activity 1

Teachers will meet in department and grade level planning meetings to discuss common assessments, student work, best practices, and to collaborate for engaging instruction. Funding will be used for release time for teacher collaboration. LCAP Goal 1.c. 1.e 2.c, 2.e (1.2, 2.8)

Budgeted Amount:

15,000

Strategy/Activity 2

Teachers will use the CCSS and district curriculum maps to facilitate instruction and to engage all students. LCAP Goal 1.e, 1.g, 2.c, 2.e

Budgeted Amount:

Strategy/Activity 3

Teachers may attend conferences, workshops and continued education to improve instruction and data assessment. Funding will be used for release time for teacher collaboration. LCAP Goal 2.c, 2.d, 2.e (2.1, 2.8)

Budgeted Amount:

Strategy/Activity 4

Students will be provided with the materials and supplies to support and enhance mathematical development, including technology and access to curriculum online on platforms like Canvas and Google. LCAP Goals 1.a, 2.a (1.1, 2.1, 2.3, 2.4)

Budgeted Amount:

Strategy/Activity 5

Mathematics competitions will be available for all students to participate in. (Math Field Day/Pentathlon) LCAP Goal 1. e, 1.j, 2.b (1.7, 2.3)

Budgeted Amount:

Strategy/Activity 6

Students will have access to relevant math programs to support and supplement learning. Examples include Moby Max, Mind Institute (ST Math). LCAP Goals 1.c, 2.a (1.1, 2.1, 2.4)

Budgeted Amount:

Total Expenditures

15,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

School Content Area Goal:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

MacArthur Fundamental Intermediate will continue to involve parents and community members, working collaboratively with students and staff, in creating a healthy, safe and secure environment that supports learning.

KPI District Goal #2: Engagement and Community (Parent engagement & Wellness Centers)

Strategy/Activity 1

Our school will use the available technologies to maintain consistent communication with parents and families and our Parent Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Carnivals, Parent/Teacher conferences, Parent meetings,) through a variety of means: monthly Principal Newsletter, fliers, teacher contacts, banners, school marquee, email, and phone messaging. Classroom teachers are expected to communicate on a regular basis with parents.

Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their child's accomplishments. We will continue to support seasonal festivals, book fairs, Jog-a-Thons, a Spring talent show, 8th grade promotion activities, grade level performances, and schoolwide exhibitions (STEM and Math Family nights, science fair, social studies displays, etc).

Budgeted Amount:

2,561

Strategy/Activity 2

Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PFO (parent faculty organization). Clear communication will create a positive relationship between school and community. Flyers, mailers and updated communication will increase effectiveness. Based on parent feedback through surveys, parent meeting, and committee suggestions invite community agencies/organizations and District sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents.

Budgeted Amount:

2,000

Total Expenditures

4,561.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	96,641.00
Goal Area 2, English Language Arts	48,790.00
Goal Area 3, English Learner Progress	15,944.00
Goal Area 4, Math	15,000.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	4,561.00
Total Funds Budgeted	180,936