

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Fontana A. B. Miller High 36 67710 3630555		SSC Approval Date: May 11, 2022
School Address	6821 Oleander Avenue, Fontana, CA 92336		Local Governing Board Approval Date: pending approval on June 8, 2022  Original
Name of Principal	Dr. Dustin Saxton	Phone # and Email	909-357-5800, dustin.saxton@fusd.net
Name of SSC Chairperson	J.G.	Phone # and Email	909-357-5800, 39014122}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p>Vision            “Students excelling in Academics, Arts, and Athletics.”</p> <p>Mission            “To provide a challenging standards-based curriculum in a safe, supportive environment that encourages creative expression and exploration of life options and that prepares students from all backgrounds to become productive and responsible members of society.”</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>The City of Fontana lies at the base of the San Gabriel Mountains, in San Bernardino County. Fontana is one of the fastest growing areas in the Inland Empire. Our current population is about 201,914 (2014 data from City). We are on track to becoming the second most populous city in the county, next to San Bernardino. The city is surrounded by three major freeways, Interstate 10 in the south, the 210 freeway in the North, and Interstate 15 along the west boundary of the city. The availability of these freeways has brought an easier commute and economic growth to the city and its residents. Fontana’s centralized location has resulted in the construction of high-end housing developments, a golf course, a NASCAR sponsored race track, and shopping malls. The City of Fontana sits on 36 square miles of land and has a Metrolink railway system with services to the greater Los Angeles area. City officials have placed an emphasis on providing services to its increasing population. This emphasis has resulted in 39 park/recreation facilities in which residents can take part in classes and/or sports activities.</p> <p>A.B. Miller serves a diverse population of 2,018 students that included 89.8% Hispanic/Latino, 5.3% African American, 3.5% White, 1.3% Other. 20.2% of our school population are English Language Learners, 15.6% are Student with Disability, and 88.6% are considered low socio-economic. Our academic programs serve all students and include: Advance Placement, college prep course, AVID, remediation, enrichment, dual enrollment with Chaffey College, Career Technical Education and summer school.</p>
<p><b>SPSA HIGHLIGHTS</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Providing systems and supports for students' behavioral needs through PBIS.</li> <li>• Implementing school-wide supports for students' social-emotional needs through CSSP and SEL strategies in the classroom.</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increased student participation in on campus events for students (College Kick Off Day and FAFSA workshops).</li> <li>• Increased participation in dual enrollment, earning college and high school credits.</li> </ul>

## SCHOOL BACKGROUND

MOONSHOT

Build a VR pathway that works with all other pathways including CTE. In particular Video Production, CyberSecurity, and Aviation. The moonshot is to completely revamp AB Miller and convert it to Miller High Tech High School.

## School and Student Performance Data

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

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

### Student Population

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

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2218</b>	<b>80.8</b>	<b>19.3</b>	<b>0.8</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	428	19.3
Foster Youth	18	0.8
Homeless	18	0.8
Socioeconomically Disadvantaged	1792	80.8
Students with Disabilities	349	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	4.2
American Indian or Alaska Native	1	0.0
Asian	13	0.6
Filipino	23	1.0
Hispanic	1992	89.8
Two or More Races	14	0.6
Native Hawaiian or Pacific Islander	4	0.2
White	78	3.5

**These data points indicate:**






1. These data points indicate that 80% of the student population is Socioeconomically Disadvantaged and the school needs to provide resources to ensure equal access to all students.
2. These data points indicate that almost 19% of the student population is English Learners and will need support in increasing their English Language Proficiency to be academically successful in the areas of reading, writing, listening, and speaking.
3. These data points indicate that 15% of the student population are student with disabilities and need resources and services to ensure they are afforded a free and appropriate education.

## School and Student Performance Data

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

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

### Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>College/Career</b>  Blue		

**These data points indicate:**

1. These data points indicate that our suspension rate has declined overall, however, our suspension rate still shows in the yellow range.
2. These data points indicate that our ELA SBAC scores have overall maintained in the yellow range.
3. These data points indicate that our graduation rate is green and college and career indicator are blue. These are areas of strength.

## School and Student Performance Data

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

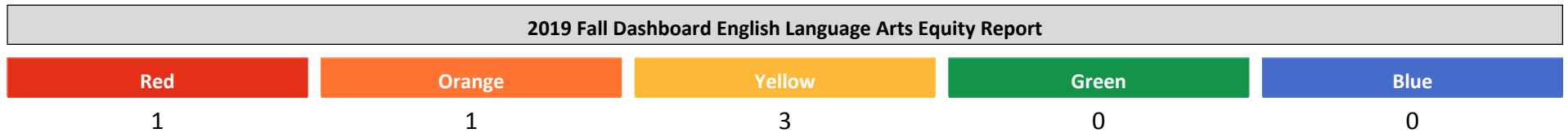
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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



This section provides number of student groups in each color.




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



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

**All Students**


  
Yellow

20.3 points above standard

Maintained -1.1 points

460

**English Learners**


  
Red

59.7 points below standard

Declined -9.9 points

88


**Foster Youth**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4


**Homeless**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

**Socioeconomically Disadvantaged**


  
Yellow

20.1 points above standard

Maintained -1.1 points

399

**Students with Disabilities**









  
Orange

99.9 points below standard

Increased Significantly  
++23.2 points

59

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

African American	American Indian	Asian	Filipino
 Yellow 14.2 points below standard Increased ++11.5 points 30	 No Performance Color 0 Students	 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 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23 points above standard Declined -4.3 points 407	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 42.3 points below standard Declined Significantly -44.8 points 12

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
87.8 points below standard Maintained ++1 points 61	3.6 points above standard Declined -5 points 27	12.3 points above standard Increased ++5 points 178

**These data points indicate:**

1. These data points indicate that special education students had the largest growth in ELA SBAC scores.
2. These data points indicate that white student group had the largest decline in ELA SBAC scores.

3. These data points indicate that English Learners declined almost 10 points on the ELA SBAC.

## School and Student Performance Data

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

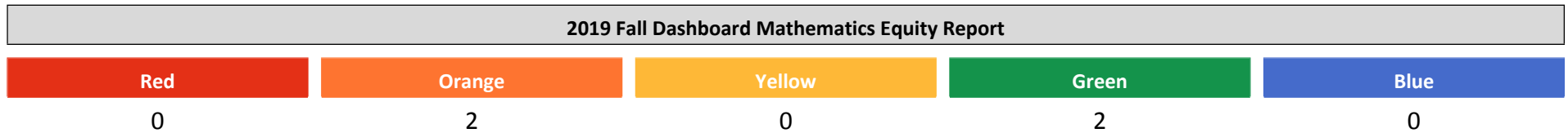
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

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




This section provides number of student groups in each color.



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

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


**All Students**

  
Green

40.3 points below standard

Increased  
Significantly  
++16 points  
458


**English Learners**

  
Orange

115.5 points below standard

Increased ++12.8 points  
88


**Foster Youth**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4


**Homeless**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


**Socioeconomically Disadvantaged**

  
Green

38.9 points below standard

Increased  
Significantly  
++18.6 points  
397








**Students with Disabilities**

  
Orange

153.7 points below standard

Increased  
Significantly  
++45.1 points  
57

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

African American	American Indian	Asian	Filipino
 No Performance Color 61.7 points below standard Increased Significantly ++51.4 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 40.2 points below standard Increased ++9.3 points 406	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 87.5 points below standard Declined -4.9 points 12	

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

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

Current English Learner	Reclassified English Learners	English Only
148.3 points below standard Maintained ++2.5 points 61	41.4 points below standard Increased Significantly ++52 points 27	52.5 points below standard Increased Significantly ++21.1 points 176

**These data points indicate:**

1. These data points indicate that special education students had the largest growth in Math SBAC scores.
2. These data points indicate that the white student group had the largest decline in Math SBAC scores.

3. These data points indicate that English Learners increased more than 12 points on the Math SBAC.

## School and Student Performance Data

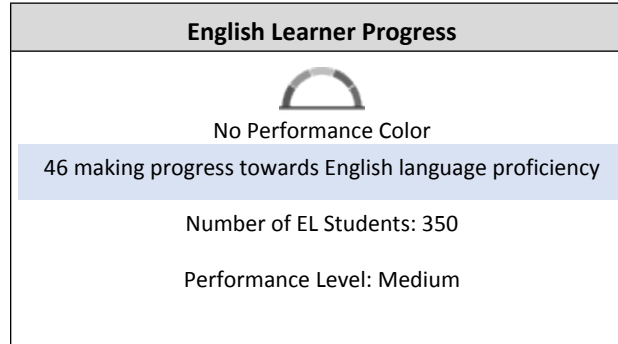
The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing,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

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

### Academic Performance English Learner Progress

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

#### 2019 Fall Dashboard English Learner Progress Indicator



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

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	33.4	5.1	40.8

#### These data points indicate:

1. These data points indicate 1/5 of our students decrease one ELPI level.
2. These data points indicate that 5% of our students maintained their ELPI level of 4. This reveals that they didn't meet one or more reclassification criteria.



3. These data points indicate 33% of our EL students maintained a level 1, 2, or 3.

## School and Student Performance Data

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

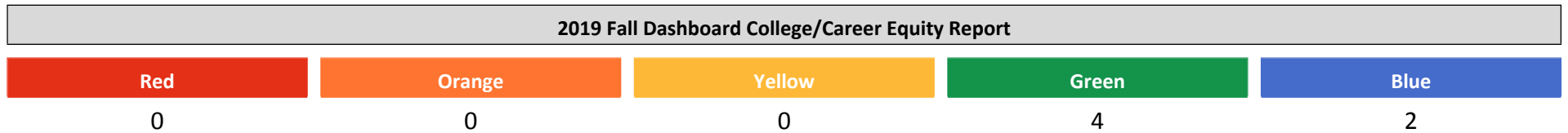
A review of the following data informs the comprehensive needs assessment.

### Academic Performance College/Career

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 61.7 Increased Significantly +9.7 512	 Green 44.8 Increased +15.7 105	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 38.7 Increased +6.5 31	 Blue 61.7 Increased Significantly +10.3 480	 Green 39.5 Increased +16.5 76

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<p><b>African American</b></p>  <p>Green</p> <p>35.3</p> <p>Increased +8.5</p> <p>34</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p><b>Hispanic</b></p>  <p>Blue</p> <p>63.9</p> <p>Increased Significantly +9.2</p> <p>443</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>68.4</p> <p>Increased Significantly +24.7</p> <p>19</p>

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<p><b>Class of 2017</b></p> <p>Prepared</p> <p>Approaching Prepared</p> <p>Not Prepared</p>	<p><b>Class of 2018</b></p> <p>52 Prepared</p> <p>21 Approaching Prepared</p> <p>27 Not Prepared</p>	<p><b>Class of 2019</b></p> <p>61.7 Prepared</p> <p>16.4 Approaching Prepared</p> <p>21.9 Not Prepared</p>
---	--	--

**2020 School Dashboard Additional Reports and Data**

**Students in the Combined Cohort or DASS Graduation Rate by Student Group**

Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
<b>Cohort Totals</b>	505	30	3	4	8	445	--	14	1	85	500	69	6	20

**Percentage of Students by CCI Level for each Student Group**

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	60.80%	40.00%	*	*	*	62.00%	--	50.00%	*	31.80%	60.80%	15.90%	*	15.00%
Percentage Approaching Prepared	16.80%	33.30%	*	*	*	15.70%	--	28.60%	*	17.60%	17.00%	20.30%	*	20.00%
Percentage Not Prepared	22.40%	26.70%	*	*	*	22.20%	--	21.40%	*	50.60%	22.20%	63.80%	*	65.00%

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

**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	459	100
African American	19	4.1
American Indian or Alaska Native		
Asian	1	0.2
Filipino	9	2
Hispanic	411	89.5
Native Hawaiian or Pacific Islander	1	0.2
White	16	3.5
Two or More Races	2	0.4
English Learners	100	21.8
Socioeconomically Disadvantaged	449	97.8

**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
<b>Students with Disabilities</b>	83	18.1
<b>Foster Youth</b>	7	1.5
<b>Homeless</b>	20	4.4

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>	48	10.5
<b>African American</b>	1	5.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	43	10.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	12.5
<b>Two or More Races</b>		
<b>English Learners</b>	5	5.2
<b>Socioeconomically Disadvantaged</b>	48	10.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* 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.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* 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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	62	13.5
<b>African American</b>	2	10.5
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	60	14.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	7	7
<b>Socioeconomically Disadvantaged</b>	61	13.6
<b>Students with Disabilities</b>	7	8.4
<b>Foster Youth</b>		
<b>Homeless</b>	6	30

\* 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	194	42.3
African American	5	26.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	174	42.3
Native Hawaiian or Pacific Islander		
White	7	43.8
Two or More Races		
English Learners	15	15
Socioeconomically Disadvantaged	192	42.8
Students with Disabilities	5	6
Foster Youth		
Homeless	5	25

\* 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	23	5
African American	1	5.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	22	5.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	22	4.9
Students with Disabilities	0	0
Foster Youth		
Homeless	2	10

\* 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	110	24
African American	4	21.1
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	103	25.1
Native Hawaiian or Pacific Islander		
White	1	6.3
Two or More Races		
English Learners	13	13
Socioeconomically Disadvantaged	109	24.3
Students with Disabilities	13	15.7
Foster Youth		
Homeless	4	20

\* 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	49	10.7
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	48	11.7
Native Hawaiian or Pacific Islander		
White	1	6.3
Two or More Races		
English Learners	3	3
Socioeconomically Disadvantaged	48	10.7
Students with Disabilities	4	4.8
Foster Youth		
Homeless	1	5

\* 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	57	12.4
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	56	13.6
Native Hawaiian or Pacific Islander		
White	1	6.3
Two or More Races		
English Learners	7	7
Socioeconomically Disadvantaged	57	12.7
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

**These data points indicate:**

1. The fall 2021 dashboard data points indicate that 42.3% of our seniors completed A-G requirements. EL, African American, Homeless, and Students with Disabilities have a disproportionately lower percentage of students that met A-G requirements. We need to continue to increase the number of students in inclusion special education classes for students with disabilities to increase their A-G eligibility. We will continue the new Academic Language Vocabulary classes to help increase EL Level 4 LTEL students' academic success. Provide counseling groups and services for our Homeless and Foster Youth students to help improve their academic progress.
2. The fall 2021 dashboard data points indicate that 24% of all seniors completed at least 1 semester of a college credit course. There is not a huge discrepancy between the overall percentage and most of the student groups. EL and white student groups were disproportionately lower for students that completed 1 semester of a college credit course. Enrollment for those student groups are low due requirements for Dual Enrollment.

3. The fall 2021 data points indicate that 13.5% of all seniors completed at least 1 CTE Pathway. Our Homeless student group outperformed the overall percentage of students at 30% completing at least 1 CTE Pathway. We have been growing the number of pathways available to all students and increasing the number of students enrolled in those courses.

## School and Student Performance Data

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

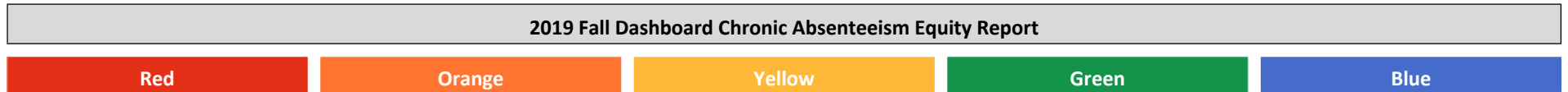
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

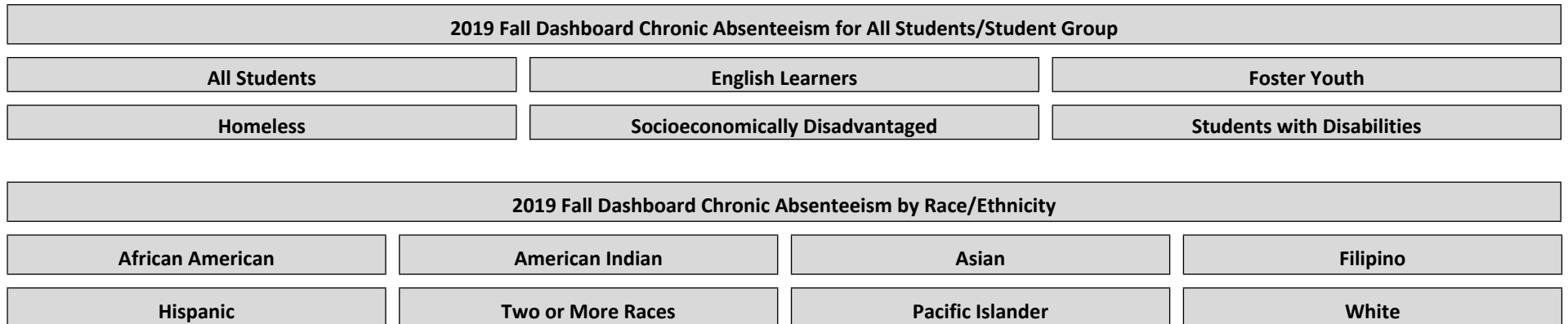
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red                  Orange                  Yellow                  Green                  Blue                  Highest Performance

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.



### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2293	503	22.4
Female	1123	209	19.0
Male	1170	294	25.7
American Indian or Alaska Native	1	0	0.0
Asian	14	3	23.1
Black or African American	99	31	33.0
Filipino	24	0	0.0
Hispanic or Latino	2050	450	22.3
Native Hawaiian or Pacific Islander	4	2	50.0
Two or More Races	17	2	13.3
White	82	15	19.5
English Learners	459	128	28.6
Foster Youth	26	10	45.5
Homeless	34	12	40.0
Socioeconomically Disadvantaged	1852	407	22.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	376	110	30.0

**These data points indicate:**

1. These data points indicate that Foster Youth (45%) and Homeless (40%) students have significant higher chronic absentee rates than all other subgroups and will need resources and support to ensure they have the means to attend school regularly.
2. These data points indicate that 30% of Students with disability are chronically absent, which decreases their access to the curriculum and services they receive.
3. These data points indicate that 28% of English Learners are chronically absent, which decreases their access to English Language Development services and will affect their English Language Proficiency.



## School and Student Performance Data

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

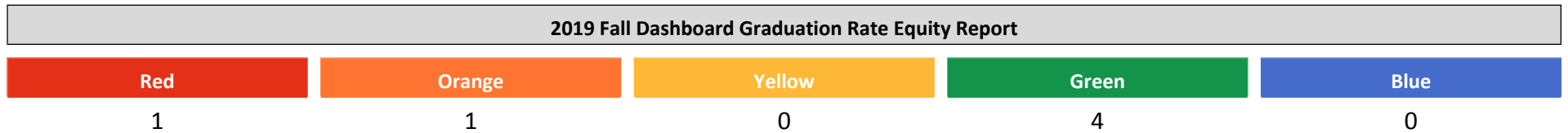
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Graduation Rate

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

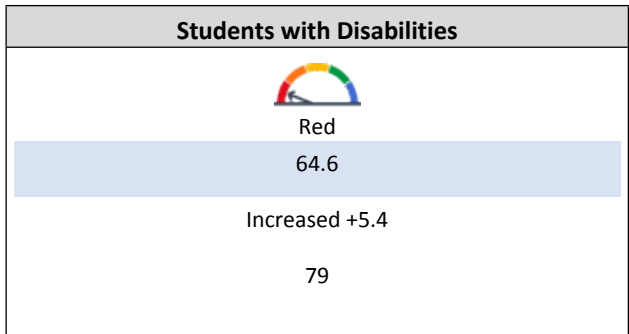
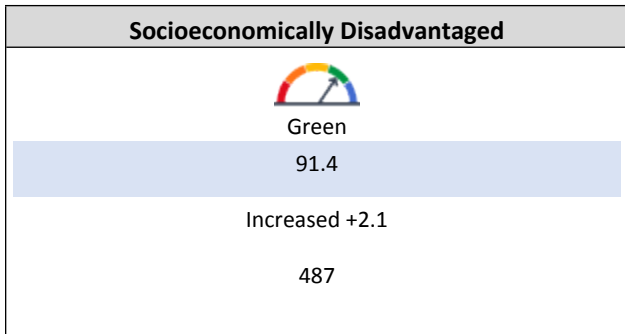
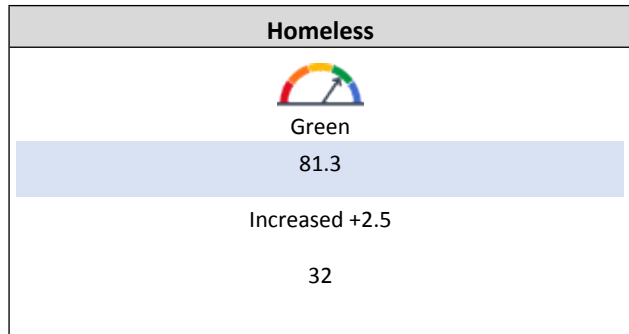
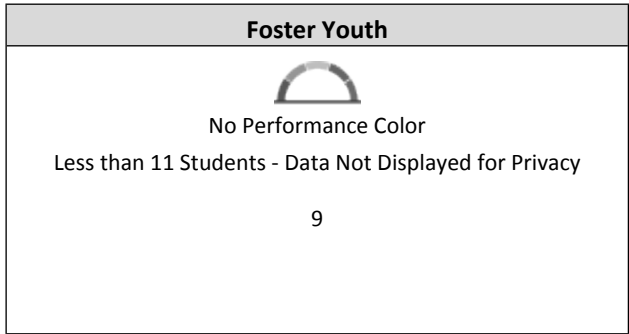
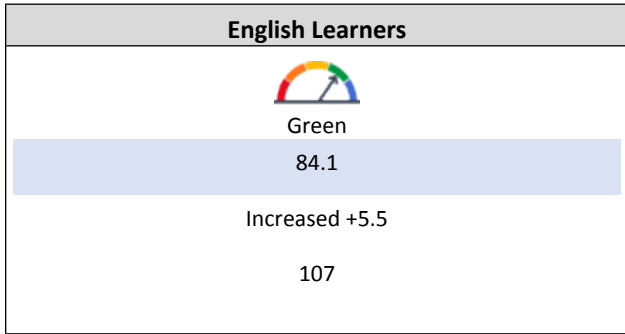
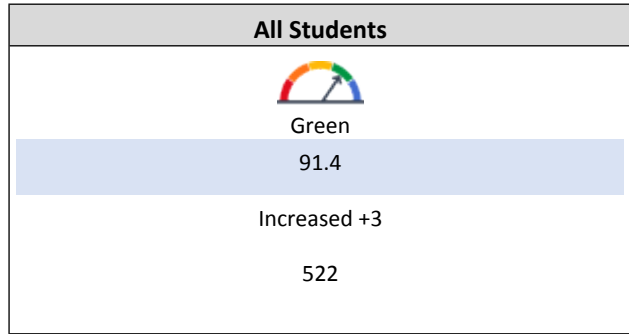


This section provides number of student groups in each color.











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

2019 Fall Dashboard Graduation Rate for All Students/Student Group



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

African American	American Indian	Asian	Filipino
 Orange 76.5 Declined -11.3 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.3 Increased +3.1 453	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 89.5 Increased +14.5 19

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
88.3	91.4

**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
<b>All Students</b>	459	418	4	91.1
<b>English Learners</b>	100	75	4	75
<b>Foster Youth</b>	7		0	

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Homeless	20	17	0	85
Socioeconomically Disadvantaged	449	410	3	91.3
Students with Disabilities	83	62	3	74.7
African American	19	16	0	84.2
American Indian or Alaska Native				
Asian	1		0	
Filipino	9		0	
Hispanic	411	376	4	91.5
Native Hawaiian or Pacific Islander	1		0	
White	16	13	0	81.3
Two or More Races	2		0	

**These data points indicate:**

1. These data points indicates that our overall graduation rate for all students has remained about the same (about 91%) for the past 2 years.
2. These data points indicate our students with disabilities graduation rate is 74.7%. This is a slight increase from the previous year (73.6%) and significant growth since 2019 (64.6%).
3. These data points indicate the student group with the highest graduation rate is Hispanic at 91.5%. This is our largest group and it decreased by by approximately 3% since last year.

## School and Student Performance Data

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

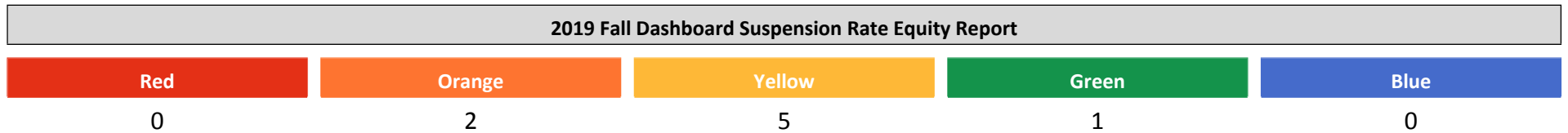
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.











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

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

All Students	English Learners	Foster Youth
 Yellow 7.4 Declined -1.5 2365	 Yellow 8.7 Declined Significantly -3.8 460	 Orange 16.7 Declined -3 42
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 5.7 Declined -5.6 35	 Yellow 7.7 Declined -1.2 2072	 Yellow 9.8 Declined Significantly -6.8 387

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

African American	American Indian	Asian	Filipino
 Yellow 12 Declined Significantly -2.6 150	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -8.3 14	 No Performance Color 0 Declined -3.4 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 Declined -1.3 2058	 No Performance Color 12.5 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 10.7 Declined -1.2 84

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	8.9	7.4

**These data points indicate:**

- These data points indicate that the overall student suspension rate was 7.4%. This reveals that roughly 140 students were suspended for a minimum of one day.
- These data points indicate the suspension rate was the highest in the foster youth student group. This reveals that these students were suspended at a disproportionate rate.
- These data points indicate that all student groups at AB Miller showed a decline in suspension rate with African Americans, Students with Disabilities, and English Learners declining significantly.

## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.09
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.60
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -5.5 10th: -4.4 11th: -2.7 12th: -5.9
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -9.7 10th: -8.8 11th: -6.8 12th: -9.3
Site Specific Measures: Percent of students with a 2.0 GPA or higher for Semester 1	67
Site Specific Measures:	

#### These data points indicate:

These data points indicate that there is no discrepancy between grade level performance in Math and Reading. 89% of students are projected to be at Standard Not Met on the SBAC in Math. 31% of students are meeting their growth targets in math. All grade levels had less than one year of growth between Fall of 2020 and Fall of 2021 in math. In reading, Students with Disabilities and English Learners are subgroups with the greatest need for support. Two thirds of our students are making satisfactory progress towards and A-G eligibility for Semester 1. Our goal is to increase the percentage of students that earn a GPA of 2.0 or greater to at least 75% by the end of Semester 2.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes



Academic Data – English Learners (EL)	
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.17
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.62
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -17.6 10th: -19.1 11th: -17.6 12th: -23.8
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -21.2 10th: -21.3 11th: -23.0 12th: -26.2
Site Specific Measures: Percentage of EL students with a 2.0 or higher	47.4
Site Specific Measures:	

**These data points indicate:**

These data points indicate that all of our English learners are significantly below Norm and underperforming compared the the school. English Learners are going to need a significant amount of support and intervention in reading, writing, and basic math skills. This affects their achievement in all classes with more than half of the EL students have a GPA less than 2.0.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 11% Level 3: 31% Level 2: 35% Level 1: 24%
2020-2021 ELPAC Listening Domain: % by Performance Level	4% - Well Developed 66% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	30% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	59% - Well Developed 28% - Somewhat/Moderately Developed 14% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	11% - Well Developed 42% - Somewhat/Moderately Developed 47% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	6% - Well Developed 70% - Somewhat/Moderately Developed 25% - Beginning Development
Site Specific Measures: % of EL students who are enrolled in ELD or ALD classes improved from pre to post assessments on listening and speaking skills	100%
Site Specific Measures:	

**These data points indicate:**

These data points indicate that the majority of our EL students are levels 2 or 3. The students need significant support in reading. The students need targeted support to become well developed in listening and writing. The majority of EL students are well developed in speaking. All EL students receiving support in English Language Development (ELD) and Academic Language Development (ALD) classes have improved in their listening and speaking skills this year. Goal for next year is for all English Learners to improve in their ELPAC performance and move up at least one level.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	4%
Site Specific Measures: Number of parents that participated in College Application Kick Off Day.	109
Site Specific Measures: Percentage of parents connected to ParentSquare (Parent Communication App)	98.4%

**These data points indicate:**

We didn't reach the district goal this year for the Parent/Family Climate Survey. We will work community aides and liaisons to increase parent participation next year. The highest number of parents participating in the College Application Kick Off Day since we started this program. There have been 47 posts and 589 direct messages on ParentSquare since November.

<b>College and Career Readiness</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	26%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	60%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	46.9%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	21.1%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	60.9%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	7.6%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	42.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	4.6%
Site Specific Measures: Number of parents that participated in the College Application Kick Off Day.	109
Other: Percentage of 12th grade students that submitted the FAFSA.	63%

**These data points indicate:**

These data points indicate that our AP Pass rate was higher for English Learners than all students overall. This is due to English Learners performing well on the AP Spanish exam, however, on the MAP tests English Learners are not performing as well and have greater distance from norm than the school overall. This reveals that English Learners continue to need support to achieve English Language proficiency. 26% of Senior parents attended our College Application Kick Off day, which was the highest number since we have participated in this even. The counselors held after school parent workshops and in school student workshops to provide support in completing the FAFSA to be eligible for financial aid for college. 63% of our Seniors have submitted the FAFSA application. As of the March 2nd FAFSA deadline, 62% of the students that completed the FAFSA have already been awarded financial aid for college. Counselors are continuing to work with students and families to submit their FAFSA to reach our goal of having 100% of the 12th grade students complete it.

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
Site Specific Measures: The number of major education code violations for behavior as of March 18, 2022	263
Site Specific Measures: The number of minor education code violations for behavior as of March 18, 2022	150
Site Specific Measures: The number of suspension incidents as of March 18, 2022	153
Site Specific Measures:	

**These data points indicate:**

## ELD Evaluation

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

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

Integrated ELD has been implemented in every core discipline through the use of targeted strategies which include: visuals, academic vocabulary, realia, and scaffolding content. A consultant has provided professional development to analyze language data and implement strategies to further grow their skills for all core academic teachers. 72% of English Learners maintained or made progress on their ELPI level for overall ELPAC testing results, and the domain areas of need are greatest in listening, reading, and writing. Our English Learner graduation rate is 75.2% which is a decrease of over 11 percentage points. The decrease is attributed to the school shut down as our English Learners struggled with distance learning and being able to access the curriculum and language development virtually. This resulted in failing grades and a decrease in the graduation rate. Based on state assessments, grades and classroom walkthroughs, there is a need to increase the effectiveness of our Integrated ELD program.

Bilingual aides provide additional language support in math, science, and, history classes. These classes have an assigned English Language aide to support student instruction. Due to staffing issues, there has been limited bilingual aide support and are currently in the process of increasing access to bilingual aides in the classroom. The teacher and the EL aide have worked collaboratively over time to create a more language rich classroom environment. Based on student grades, state assessments, and walkthrough data, our EL students are still not meeting standards or earning passing grades in these courses. We still have a need to increase the effectiveness of our integrated ELD program.

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

Designated ELD has been implemented effectively based on ELPAC scores (initial to summative). Students identified as EL level 1, 2, or 3 receive ELD support. ELD 1 students are provided with intensive language support. EL Level 2 and 3 students are enrolled in ELD class based on grade levels and get continued support to improve their overall language skills. Long term English Learners are enrolled in an Academic Language Development that was created this year to help them increase their academic vocabulary which will increase their overall success in school. They are provided targeted instruction based on their individual needs and domains that they are struggling with. Graduation rates and college readiness percent for EL are lower than the overall school-wide data. RFEP students are performing above the overall ELA norm. ELD teachers use the adopted curriculum that aligns with ELD standards and supports the ELA coursework. ELPAC and MAP scores indicate the highest areas are writing, reading, and listening skills.

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

AB Miller also needs to provide more opportunities for language scaffolding for English Learners in all subject areas during the school day. We need to continue to provide professional development to teachers in the areas of ELD and language strategies to support English Learners. Teachers need support in analyzing ELPAC data to plan targeted interventions to support EL language needs.. There is also a need to support English Learners in their listening, reading, and writing skills to help them be more academically successful on the ELPAC and in the classroom. We would also like to increase the number of classrooms that provide designated ELD support to differentiate between the levels of English Learners and target instruction based on student levels. We would like to have tutors in the classrooms during the school day and after school to help English Learners be more academically successful and close the achievement gap.

## Comprehensive Needs Assessment

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

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

### Data Analysis

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

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The results from the Student and Family Climate Surveys conducted in October 2021 showed that:</p> <ul style="list-style-type: none"> <li>16% of students found the learning opportunities at AB Miller favorable.</li> <li>38% of students and 53% of parents found the school climate favorable.</li> <li>52% of students and 61% of parents found the school safety favorable.</li> <li>8% of parents found the family engagement favorable.</li> <li>43.5% of students completed the Panorama Survey.</li> <li>4% of parents completed the Panorama Survey.</li> </ul> <p>We did not meet the district participation goal of 25% for the Panorama Survey because the school needs to increase their outreach efforts earlier in the survey window to inform all parents and provide multiple opportunities to complete it. We are opening a Parent Center next year to provide parents with computer access and resources to assist parents in completing the survey. Due to the return to in person instruction this year, transition from online learning, we are finding that our areas of strength and growth have remained the same. AB Miller has made gains in parent and student perception regarding the safety and school climate. We need to focus on creating learning opportunities for students who feel that we are not doing so. We are also very low in the family engagement category and need to find more ways to reach out to our parent stakeholders.</p> <p>The results from the Student SEL Survey conducted in August 2021 showed that:</p> <ul style="list-style-type: none"> <li>77% of AB Miller students answered favorably for supportive relationships.</li> <li>72% of AB Miller students answered favorably for self-management..</li> <li>53% of AB Miller students answered favorably for grit.</li> <li>37% of AB Miller students answered favorably for sense belonging.</li> <li>36% of AB Miller students answered favorably for self-efficacy.</li> <li>70.9% of students completed the SEL Survey.</li> </ul>

## Analysis of Qualitative Data

A. B. Miller students have strengths in the area of developing relationships, self-management, and grit. We need to provide support for student to gain a better sense of belonging through school activities, clubs, and sports. Our students also need support in developing their self-advocacy skills.

The results from PBIS (behavior) surveys that were sent out throughout the beginning of the school year showed that: 344 students responded to the survey.

59% of AB Miller students feel staff and students need more pride in the school.

47% of AB Miller students feel the school needs an expectations matrix for behavior at school.

All students surveyed indicated that they would like incentives to be provided by the teacher and school to reward behavior on campus.

39% of students surveyed stated they want to see improvements in the facilities being cleaned and maintained and not vandalized by other students.

The majority of A. B. Miller students want increased pride and school spirit on campus. They feel that implementing our PBIS matrix expectations for behavior will help improve all students' behavior. Students want rewards and incentives for showing good behavior in class and around campus. They would like staff and students to help improve and maintain the facilities on campus.

## Classroom Observations

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

A. B. Miller administration has conducted formal and informal observation throughout the school year. The administrators have visited about 10 classes per week. During these informal and formal visits it was noted:

Teachers have been effectively increasing their integration of technology resources using the 1:1 student laptops.

Teachers are implementing introductory SEL strategies school-wide at least one time per week.

Teachers are using Checking for Understanding strategies school-wide during their daily lessons.

Teachers need to use a variety of instructional strategies to engage students.

Teachers need to use informal and formal assessment data to inform instruction.

Teachers need to provide structure student to student interactions.

Teachers need assistance with EL strategies as well as SPED strategies.

This indicates a need to focus on the following for the 22-23 school year:

School wide focus on using assessment data to drive instruction.

School wide focus on facilitating meaningful discourse in the classroom.

School wide focus on EL and SPED strategies especially in the area of listening and speaking.

School wide focus on multiple instructional strategies that engage student in the content.

## Analysis of Instructional Program



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

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

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

<b>Standards, Assessment, and Accountability</b>	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	AB Miller High School utilizes the district assessment calendar which sets the windows to implement all state and district assessments. Departments and PLCs work together to analyze the assessment data to identify effective strategies and areas of need that require intervention. Based on our MAPS (Measures of Academic Progress) Reading and Math scores, the subgroups with the highest academic needs are students with disabilities, English Learners, and Foster Youth. These subgroups have the greatest number of students performing below average, which is significantly lower than the overall school performance. The Math and English classes implement Interim Assessment Blocks (IAB) throughout the year to identify domains that students struggle with and develop intervention lessons. Our core academic PLCs regularly meet to analyze assessment data to inform their instructional practices, pacing, and identify effective instructional strategies.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	AB Miller High School regularly uses ELPAC data to plan linguistically appropriate lessons for EL students. The EL Site Monitor and school administration analyze ELPAC data to ensure EL students are appropriately placed in ELD and ALD classes. EL grades and test scores are used to determine the effectiveness of interventions and supports that in place to help increase their language acquisition and development. The master schedule is developed to effectively allocate staff to ensure EL students have access to appropriate supports throughout the school (intervention programs, ELD, ALD, and bilingual aide support).
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.	<p>AB Miller High School Administration, Instructional Leadership Team, and School Site Council reviews budget and SPSA (Single Plan for Student Achievement) goals monthly to determine the progress on implementation. EL data is reviewed with ELAC five times throughout the school year. Our core academic PLC teams work with a consultant quarterly to review and analyze data (grades, CFAs, and MAP data) to improve instruction and student success.</p> <p>In the Spring, the stakeholders provide input for actions/services. ELAC (English Learners Advisory Committee), SSC, and the school administration team meet to discuss the programs and services to address student needs identified in the SPSA for the upcoming school year. At the beginning of the school year, new assessment data is reviewed and amendments are made to the actions/services based on student need and the school's progress towards meeting the goals identified in the SPSA.</p> <p>Throughout the year ELAC and SSC review data to determine students' areas of greatest need. That information is discussed and used to develop actions and services to best support the student need and increase student achievement.</p>
Process for annually evaluating and monitoring implementation and progress toward	AB Miller High School Administration, Site Leadership Team, and ELAC (English Learner Advisory Council) reviews budget and goals regularly throughout the year. In the Spring, the stakeholders provide input for actions/services and budgeting. They also

**Standards, Assessment, and Accountability**

<p>accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>meet to discuss the programs and services to be addressed in the SPSA for the upcoming school year. Assessment data for ELs are reviewed and drafts are written and shared. Changes are made based on stakeholder input before a final draft is accepted and voted upon in May. In September, the EL programs and services are revisited for program evaluation and input gathered from stakeholders for potential budget moves and action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to a vote typically in October. ELAC meets regularly to review the progress of the EL goals and their affect on at-risk and low-achieving students. The person(s) responsible for each EL goal regularly gives a report to the ELAC detailing the data and progress toward goal achievement. ELAC makes recommendations for actions and services to School Site Council. School Site Council considers ELACs input when determining goals and actions/services for students. AB Miller EL Site Monitor, AB Miller Assistant Principal in charge of EL, and the Designated EL Support Teachers work together to monitor the school's progress on implementing the SPSA goals for EL Students.. There is a large population of EL students and a significant number either maintained their score or made minimal progress on the ELPAC this past school year. There is a need to support EL students in increasing their ELPAC scores in order to be eligible for reclassification. Our ELPAC scores show the greatest areas of need for EL students is listening, reading, and writing. Our focus in the upcoming year is to provide targeted instruction, interventions, and increase classroom support in order to improve these areas of schoolwide.</p>
--	--

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Teachers need quarterly pull out days to analyze data and develop instruction strategies to support student needs</li> <li>• Teachers need additional professional development for analyzing and interpreting data</li> <li>• Teachers need common preps and PLC time embedded into the school day</li> <li>• Increase student reading levels to grade level reading levels in ELA</li> <li>• Increased the number of students that meet the EL reclassification qualifications</li> <li>• Increase support and remediation for English Learners and Students with Disabilities student groups to increase reading and math scores</li> <li>• Increase support and remediation in reading, writing, and listening skills to support English Learners in increasing ELPAC scores and the number of students to meet reclassification requirements.</li> <li>• Increase academic and social-emotional support for the Foster Youth to improve their overall success in school (grades, test scores, participation in school programs, etc.)</li> </ul>	
---	--

**Staffing and Professional Development**

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>The AB Miller administration meets with MDSS (Michelle Douglas School Solutions) at the beginning of each school year to discuss the professional development progress of PLCs from the previous year and set goals for the next year. MDSS consultants meet with PLCs in ELA, Math, Science, and Social Studies to help teachers improve instruction and incorporate best instructional practices. AB Miller has utilized MDSS over the last 10 years and have seen growth in state test scores and overall academic success over that time. According to teacher surveys, they enjoy having the consultants work with them and find the professional development meaningful and purposeful. The have successfully incorporated their work with MDSS in the classroom daily.. The admin team participates in the MDSS professional development and monitors classroom implementation throughout the year. At the end of the school year, the admin team and MDSS consultants elicit feedback from teachers</p>
---	--

<b>Staffing and Professional Development</b>	
	regarding the professional development to discuss progress and choose professional development topics for the following school year.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	AB Miller has three TOAs and two ISTs assigned to our campus by the district. The TOAs and ISTs coach teachers and perform student intervention to our lowest student performers in math and ELA. One of the TOAs supports our English Learner students and monitors their progress. These TOAs also run data and offer instructional strategies to math, ELA, and ELD teachers. Our teachers also work with MDSS (Michelle Douglas School Solutions) to provide ongoing instructional assistance for over 10 years.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teacher collaboration time is available through the implementation of our current school calendar. Our teachers are provided with three non-student days during the year. Every other Wednesday, teachers meet with their PLCs before admin directed time. Admin directed time is comprised of professional development, required district safety compliance trainings, department meetings, and PLC meetings. The master scheduled is developed to provide most of our PLCs with a common preparation period. Many PLCs choose to meet during their common prep period for extended collaboration, support, data analysis, lesson planning, and developing common assessments. The district and site offer additional trainings throughout the year in which teachers can participate. There are four grade level PLCs in ELA and three PLCs each in math, history, and science. Electives meet within their group PLCs (CTE, VAPA, AVID). EL A PLCs also meet to vertically align content.
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Use of technology for intervention purposes in the classroom</li> <li>• Best practices of online instructional strategies</li> <li>• Increase vertical alignment throughout all PLCs</li> <li>• More targeted instruction for students (individual not whole group)</li> <li>• Increase the effectiveness of first instruction</li> <li>• Increase student engagement and academic discourse in the classroom</li> </ul>	

<b>Teaching and Learning</b>	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>District approved pacing guides and content outlines assist to map the trajectory of content throughout the year. These documents align the standards to the currently adopted curriculum and provide enrichment materials, supplemental materials, assessments, and other district initiatives to integrate into the instructional delivery of the content. Within the PLCs, teachers discuss student progress, interventions needed, and common formative assessment data to inform their instruction.</p> <p>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: SpringBoard for English, HMH- Integrated California and Discovery Math Techbook for Math, Pearson- Biology/Glencoe- Chemistry/Holt, Rinehart &amp; Winston- Earth Science, and McGraw - Hill for Social Science. 9-12 – CK-12 Flexbook addresses NGSS in biology, chemistry, physics, and earth science. Next school year, the district will be implementing the newly adopted curriculum in all science classes. The new adoption aligns with</p>

**Teaching and Learning**

	<p>the Next Generation Science Standards and teachers will be receiving professional development for implementing the new curriculum appropriately.</p> <p>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.</p> <p>Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, and Math 180. The student intervention team meets to address student academic concerns. The team reviews data and identifies goals that align with tiered supports involving the team members, parents, and the student. Student progress is monitored and the team reconvenes to discuss progress being made.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>AB Miller High school is provided with all standards-based curriculum that is adopted by our district. All curriculum used on campus must follow a process towards being adopted which entails our district curriculum committee to oversee the recommendation process. This entails extensive piloting and comparison with other possible adoptions that leads to or Board of Education giving the final approval on all core subjects. Our supplemental materials requires site approval from principal based on appropriateness for student groups.</p> <p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM). Students who participate in the Resource Specialist Program and Special Day Classes have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans. The receive the same curriculum as the general education students but are provided with accommodations and modifications to support the students in accessing the state standards.</p>

- Identified Needs based on Findings:**
- Implementing the newly adopted science textbooks that align to the NGSS standards
  - Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
  - Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.
  - Teachers need to continue to build expertise in creating learning targets and success criteria.
  - Teachers need time for common planning

**Opportunity and Equal Educational Access**

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>AB Miller has 28 sections of co-taught classes in ELA and Math. We have one full time ELD teacher and one ALD teacher. Students that are "new to country" English Learners are placed in Designated ELD classes with our ELD teacher. English Learners that score a 1, 2, or 3 on the ELPAC can be placed in Designated ELD classes as well. Students that score an overall 2 or better are placed in regular classes and receive Integrated ELD support in general education classes. Long Term English Learners are placed in the Academic Language class to develop their academic vocabulary. There are paraprofessionals in all separate setting classes with special education students. All new teachers participate in an induction program provided by the district. We offer summer school, credit recover classes, grade recovery classes, Math and Reading Intervention Classes, Mental Health Services - Tier 1. We use a Student Intervention Team to assist in identifying students that may qualify for special education. We have a CSSP to address student wellness and academic concerns.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Our EL student group scored lower in achievement and the root cause may be the lack of EL strategies being used regularly across the disciplines. ELD strategies are being taught in the designated ELD classes but ELD strategies are inconsistently being used in our general education classes based on walkthrough data and observations. Our students with disabilities are significantly underperforming in Math and Language Arts. Our Foster Youth group struggles academically due to a high need for social-emotional support. We have added a CSSP to our staff to support student wellness and provide Multitiered Systems of Support. These student groups struggled with distance learning last year and many were disengaged from school, which has increased the learning gap. Our site focused on Social Emotional Learning to reengage all students in learning and increase their academic success.</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>Based upon our recent available data (grades and MAP) all students needs were partially met. CSSP services providing SEL, student wellness and behavioral support had a positive impact on student engagement and achievement. MDSS consultant provided coaching, professional development and effective instructional strategies for academic teachers, which better supported EL and at risk.</p> <p>Extended learning opportunities and tutoring were not fully implemented due to lack of tutor monitor and college tutor availability.</p>

- Identified Needs based on Findings:**
- More co-taught classes in subjects other than ELA and math
  - School wide EL strategies
  - Continued support through college tutors implemented schoolwide
  - SEL, student wellness, and behavioral supports schoolwide
  - Coaching supports for teacher teams to analyze data and improve instruction

### Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Parents are provided resources about social-emotional support with outside agencies, virtual parent workshops on social and emotional well-being and homework strategies, parent meetings to discuss how to support their child's educational needs, parent-counselor meetings and SIT meetings. We held a College Application Day and FAFSA workshops where parents were provided with assistance in completing the application.</p> <p>Parents are invited to participate in advisory committees such as School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), Local Control Accountability Plan (LCAP), and other committees offered in the district.</p> <p>According to the parent/family survey, one area of need shown from the survey is that more than 71% of parents are either concerned or don't know about student substance use.</p>
--	--

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Training and events that would increase parental involvement and attendance.</li> <li>• An efficient way of gathering parent and family input</li> <li>• Programs to educate parents about the dangers of vaping and other drugs.</li> <li>• Parents need a Parent Center for resources and support</li> </ul>	
---	--

### Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>District General and SUPC Funds provide support for underperforming students in order to meet common core state standards.</p> <p>These funds also support our AVID program, awards and incentives, additional hourly pay to teachers and college tutors for student tutoring, professional development trainings and implementation of PLCs, technology, and curriculum. College tutors were used to help underperforming and AVID students.</p> <p>Thought Exchange was used to gather parent family input to better support student achievement</p> <p>Wellness Center, Accountability Office and Counseling Center</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Title I funds are used to support all students and socioeconomically disadvantaged, homeless, and foster student groups.</p> <ul style="list-style-type: none"> <li>• College Tutors</li> <li>• CSSP</li> <li>• MDSS Consultant</li> </ul>

## Funding

### Identified Needs based on Findings:

- Services for English Learners including additional EL site monitor stipends to monitor EL student progress and reclassification
- Curricular and school climate Social Emotional Learning (SEL) supports for all students
- Coaching for SEL Strategies schoolwide
- Schoolwide Professional Development with SEL, EL Support, Student Engagement, Data Analysis
- Intervention support to ensure academic growth of at risk learners
- Increase parent engagement, involvement, communication and confidence in assisting in their children's academic growth and wellness

## Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In March SSC conducted progress monitoring on the SPSA actions and services. The addition of a CSSP on campus has benefited student wellness. EL tutoring and tutor monitor was not implemented due to lack of available candidates and teacher availability.

In April SSC with input from ELAC, determined which actions to continue, modify, or discontinue based on progress monitoring and developed SPSA actions and services based on the anticipated needs of students. ELAC recommended targeted tutoring during the school day and after school for EL students, continue the language development class for all students new to the US in need of English language development, and hire more EL aides for the classrooms, professional development for all teachers to support English Learners, and purchasing software for student computers to support EL's language development. SSC recommended implementing targeted after school instruction to prepare students for the state tests, and providing resources for parents for students' social emotional well-being and academics through an on campus Parent Center. They also recommended adding a second full time CSSP to the unfunded priorities to address the high need for student social emotional support.

In May, SSC approved the 2022-23 SPSA.

### Identified Needs based on Findings:

Maintain a hybrid (virtual and in person) platform in order to allow all members to fully participate.

## 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><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Provide professional development for teachers to use best practices to increase student achievement through district and site professional development. Instruction is scaffolded and delivered in a blended learning model to provide differentiated, small group instruction. PLCs will meet to develop common lessons and assessments, analyze data, determine best practices in order to help students meet the state academic standards. Provide small group learning opportunities for students during the school day to help increase student achievement..</p>	<p>Professional Development: Quarterly August-May  PLCs: Weekly August-May  College Tutors: Daily August-May</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Expand the role of college tutors to tutor during the school day in non- AVID classes.</p>	<p>College Tutors: Daily August-May</p>
<p>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</p>	<p>Offer social-emotional learning supports to all students, particularly those for whom social-emotional/behavioral challenges are impeding academic achievement.</p>	<p>Comprehensive Student Support Provider (CSSP): Daily August-May</p>



## Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	20.3	>= 28.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-40.3	>= -30.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.09	>=0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.60	>=0
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -5.5 10th: -4.4 11th: -2.7 12th: -5.9	9th: -5.0 10th: -3.9 11th: -2.2 12th: -5.4
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -9.7 10th: -8.8 11th: -6.8 12th: -9.3	9th: -9.2 10th: -8.3 11th: -6.3 12th: -8.8
2021-2022 Household Participation Rate on Parent/Family Climate Survey		>= 25%

<b>Identified Need(s):</b>	<p>MAP data indicates a need to improve reading and writing across the curriculum.</p> <p>MAP data indicates a need to improve computation skills in math classes.</p> <p>ELPAC data indicates our EL students need support in improving their listening and writing skills.</p>
----------------------------	--

	<p>Based on input from ELAC and SSC, parents need more access to information regarding navigating the educational system to support their students' success.</p> <p>Teachers need professional development and planning time to develop strategies to implement purposeful academic discourse in all academic areas.</p>
--	--

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A. Deliver small group differentiation to improve students' writing abilities, computation skills and math achievement, and reading fluency.</p> <ul style="list-style-type: none"> <li>• College Tutors</li> <li>• Classified Paraprofessional Hourly</li> </ul>	<p>Student Grades Teacher feedback Tutoring Request Forms (TRF)</p>	All Students	<p>College Tutors Teachers</p>	8,304.00	35,000.00
<p>1B. Provide social-emotional and behavioral supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> <li>• CSSP salary/benefits or hourly</li> <li>• SEL supports/resources</li> <li>• SEL professional development for staff</li> </ul>	<p>Participating Student Grades Student Surveys Attendance Rates</p>	All Students particularly those who in need of social-emotional behavior supports.	<p>CSSP Site Principal, Asst. Principals, ILT Members</p>	130,000.00	
<p>1C. Provide Parent Engagement workshops to increase parent understanding of successfully navigating the educational system and supporting their child's academic achievement.</p> <ul style="list-style-type: none"> <li>• Classified Paraprofessional Hourly</li> <li>• Consultant Services and Related Materials</li> </ul>	Parent Survey	All Students	<p>School Outreach Liaison Community Aide</p>	3,000.00	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1D. Facilitate increased and meaningful communication between the school and its stakeholders. <ul style="list-style-type: none"> <li>• Software (Thought Exchange)</li> </ul>	Software Data Analytics	All Students	Site Principal		25,200.00
1E. Increase personalized instruction to accelerate learning and narrow achievement gap outside the regular school day. <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Student supplies and resource materials</li> <li>• Printing services</li> </ul>	IAB scores Participant Attendance	11th Grade	Testing Coordinators, Site Principal, Asst. Principals		5,000.00
1F Provide resources and services through an on-campus Parent Center to provide support for parents to increase student social emotional well-being and academic achievement <ul style="list-style-type: none"> <li>• Computers for parent use.</li> <li>• Supplies to facilitate parent meetings/trainings</li> </ul>	Parent Survey Parent Center Sign In Sheet Parent Training Attendance	All Students	Site Principal, Asst. Principals Community Aide, Community Liaison	5,000.00	
<b>Total Estimated Cost for This Goal:</b>				146,304	65,200

### 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 ELA and math.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-59.7	>= -44.7
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-115.5	>= -100.5
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.17	>=0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.62	>=0
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -17.6 10th: -19.1 11th: -17.6 12th: -23.8	9th: -17.1 10th: -18.6 11th: -17.1 12th: -23.3
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -21.2 10th: -21.3 11th: -23.0 12th: -26.2	9th: -20.7 10th: -20.8 11th: -22.5 12th: -25.7

<b>Identified Need(s):</b>	MAPS assessments show that our ELs need to develop skills in ELA and Math in order to increase scores. ELPAC assessments show that our ELs need more support in ELA in order to increase ELPI levels.
----------------------------	---

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1a1 Provide teachers professional development to disaggregate data for the purpose of identifying English Learner needs. Teachers also need to understand the ELPAC domains and the rigor of the ELPAC.</p> <p>Provide teachers with professional development to learn about ELPAC testing, ELPI levels, and how to identify EL student needs.</p> <ul style="list-style-type: none"> <li>• Supplemental Materials/Printing</li> </ul>	Classroom Observations	EL Students	EL TOA EL Site Monitor Designated EL Teachers Bilingual Aides		
<p>1a2 Provide English Learners targeted instructional services to support academic and linguistic achievement.</p> <ul style="list-style-type: none"> <li>• College Tutors</li> <li>• Tutor Monitor</li> <li>• Instructional software</li> <li>• Classified Paraprofessional Hourly</li> </ul>	English and Math Grades Classroom observation	EL Students	EL Site Monitor Designated EL Teacher College Tutors Tutor Monitors Bilingual Aides		
<b>Total Estimated Cost for This Goal:</b>					

## Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their productive language by developing their speaking and listening skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	46.0%	>= 49.0%

<b>Identified Need(s):</b>	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>Based on ELPAC scores and ELPI levels, students need to improve speaking and listening skills.</p> <p>Based on ELA and ELPAC scores, EL students need opportunities inside the classroom to receive one to one instruction on how to improve their individual reading and writing skills based on their present levels.</p>
----------------------------	---

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1 Provide teachers professional development in speaking and listening to help teachers improve instruction and awareness of ELD strategies. <ul style="list-style-type: none"> <li>• Planning time</li> <li>• Substitutes</li> <li>• Certificated Additional Hourly</li> <li>• Supplemental Materials/Printing</li> </ul>	Grades Teacher Surveys	EL Students	Assistant Principal English Language Teacher On Assignment English Language Site Monitor Designated English Language Teacher		500.00
<b>Total Estimated Cost for This Goal:</b>					500



**LEA/School GOAL 3: Students will have access to multiple ways of developing College and Career Readiness for Global Competencies and will demonstrate College and Career Readiness upon high school graduation**

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2020-2021 DataQuest Graduation Rate (ALL) (4 Year Cohort)	91.0%	>=91.5%
2020-2021 DataQuest Graduation Rate (EL) (4 Year Cohort)	74.0%	>=74.5%
2019-2020 % of Students "Prepared" for College and Career (ALL)	60.8%	>=64.8%
2019-2020 % of Students "Prepared" for College and Career (EL)	31.8%	>=35.8%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	26%	>=30%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	60%	>=64%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	46.9%	>=51.9%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	21.1%	>=26.1%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	60.9%	>= 63.9%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	7.6%	>=10.6%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	42.1%	>= 45.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	4.6%	>=7.6%

<b>Identified Need(s):</b>	<p>Based on the College and Career Indicators shown above:</p> <ul style="list-style-type: none"> <li>* Increase graduation rate of special education students.</li> <li>* Increase the number of students completing CTE pathways.</li> <li>* Increase parent understanding of students being college and career ready.</li> </ul>
----------------------------	---



2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
3A. Provide parents opportunities to attend workshops and learn about how students can meet the College and Career indicator for the purpose of increasing college and career readiness schoolwide. <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> <li>• Classified Paraprofessional Hourly</li> <li>• Contracted Services</li> </ul>	Parent Surveys College and Career Indicator	All Students	School Counselors School Outreach Liaison		
3B Increase college and career readiness by facilitating the college/career technical application process. <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> <li>• Application Fees</li> <li>• College Application Kickoff/Decision Day Supplies - T-Shirts, backpacks, pennants</li> </ul>	Number of participating students Percent of college/career technical admissions	Seniors <ul style="list-style-type: none"> <li>• Particularly student groups who comprise less than 10% of the student population.</li> </ul>	School Counselors Site Curriculum and Instruction Assistant Principal		6979.00
<b>Total Estimated Cost for This Goal:</b>					6,979

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1G Provide additional social-emotional and behavioral counseling supports to remove barriers impeding academic achievement through hiring a second CSSP.</p> <ul style="list-style-type: none"> <li>• Counselor salary/benefits or hourly</li> </ul>	<p>All Students particularly those who in need of social-emotional behavior supports.</p>	<p>125,000</p>	<p>Counselor</p>
<p>1a1 Provide teachers professional development to disaggregate data for the purpose of identifying English Learner needs. Teachers also need to understand the ELPAC domains and the rigor of the ELPAC.</p> <p>Provide teachers with professional development to learn about ELPAC testing, ELPI levels, and how to identify EL student needs.</p> <ul style="list-style-type: none"> <li>• Supplemental Materials/Printing</li> </ul>	<p>EL Students</p>	<p>1,000</p>	<p>EL Site Monitor EL TOA Admin</p>
<p>1a2 Provide English Learners targeted instructional services to support academic and linguistic achievement.</p> <ul style="list-style-type: none"> <li>• College Tutors</li> <li>• Tutor Monitor</li> <li>• Instructional software</li> <li>• Classified Paraprofessional Hourly</li> </ul>	<p>EL Students</p>	<p>90,000</p>	<p>EL Site Monitor Paraprofessionals College Tutors Tutor Monitors Admin</p>
<p>3A. Provide parents opportunities to attend workshops and learn about how students can meet the College and Career indicator for the purpose of increasing college and career readiness schoolwide.</p> <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> <li>• Classified Hourly</li> <li>• Contracted Services</li> </ul>	<p>All Students</p>	<p>15,000</p>	<p>School Counselors School Outreach Liaison</p>

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	146,304
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	6,432
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	72,679
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		218,983
<b>Total amount of state funds spent (SUPC)</b>		72,679
<b>Total amount of federal funds spent (Title I)</b>		146,304
<b>Total amount of state and federal funds spent</b>		218,983
<b>Balance</b>		0

## School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dustin Saxton	Principal	Not-Applicable	Not-Applicable	1
Dean Naron	Classroom Teacher	1 year	May 2023	1
Sonia Lopez Gutierrez	Classroom Teacher	1 year	May 2023	1
Michael Gaylord	Classroom Teacher	2 Years	May 2022	1
Angelica Parra	Classroom Teacher	2 Years	May 2022	1
Tessa Hernandez	Other Staff Member (Specify): Clerk	2 Years	May 2022	1
Lizbeth Velasco Martinez	Student Member	2 Year	May 2022	1
Dana Edress	Student Member	1 Year	May 2022	1
Julissa Garcia-Salinas	Student Member	1 Year	May 2022	1
Alma Bencomo	Parent/Community Member	2 Years	May 2022	1
Heather Canales	Parent/Community Member	1 year	May 2023	1
Dr. Terry McCaffrey	Parent/Community Member	2 Years	May 2022	1

## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/13/2021.

Attested:

Principal, Dr. Dustin Saxton on 1/13/2021

SSC Chairperson, J.G. on 1/13/2021

# RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: A. B. Miller High School

**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:**

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee



Electronic Signature

Other committees established by the school or district (specify) \_\_\_\_\_

Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: May 11, 2022.

Attested:

Barbara Kelley, Interim  
Typed name of School Principal



Signature of School Principal

May 11, 2022  
Date

Julissa Garcia-Salinas  
Typed name of SSC Chairperson



Electronic Signature of SSC Chairperson

May 11, 2022  
Date