

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

**SPSA Year:**

X2022-23

School Name and School Code	Fontana High School 36 67710 3633302		SSC Approval Date: May 11, 2022
School Address	9453 Citrus Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Pending Board Approval June 8, 2022
			Original
Name of Principal	Ofelia Hinojosa	Phone # and Email	909-357-5500, x11117, Ofelia.hinojosa@fusd.net
Name of SSC Chairperson	Erin Long	Phone # and Email	909-357-5500, longej@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Fontana High School Mission Statement: Fontana High School faculty, staff, and parents will provide every Steeler a safe and nurturing environment, a rigorous standards-based curriculum, and quality instruction that will develop and reinforce the academic, social, emotional, and technical skills every Steeler needs to be competitive, productive, and engaged individuals who will contribute to an every changing world.

Fontana High School Vision Statement: Fontana Steelers will become competitive in college and careers, productive citizens in the community, and the future builders of tomorrow.

### SCHOOL AND COMMUNITY PROFILE

Fontana, a city located 50 miles east of the city of Los Angeles, has been identified as the second largest city in San Bernardino County and the third largest city in the Inland Empire, behind Riverside and San Bernardino cities. Originally, the area was known for its citrus and poultry farms. Then the Kaiser Steel plant opened in 1942, and Fontana began to transition from an agrarian community to an industrial town with steel production dominating the city's economy. Between the Kaiser Steel plant and the corresponding increase in population, in 1952, Fontana was incorporated as a city.

When Fontana High School (FOHI) opened in September of 1952, a majority of the 1,800 students were the children of steelworkers employed at Kaiser Steel, creating the school mascot the Steeler Man. By 1984, Kaiser Steel had closed its doors and Fontana transitioned yet again. Inexpensive land created a housing boom, and Fontana became a less expensive city to call home for families working in Los Angeles and Orange Counties.

While the mean household income for the entire city of Fontana is reported as \$76,499, that number does not convey the three distinct regions of the city that have drastically different affluence levels. The most northern region of the city boasts new business and expensive housing developments, and similarly the southern region of the city is rooted in planned housing communities and retail centers. The community that Fontana High School serves, however, is the central region of the city that encompasses most of the city's apartment and rental housing. Economic growth and business developments are confined to the property development of the city's original structures and boundaries.

The City of Fontana offers the community many organizations and structures to be proud of like The Auto Club Speedway, a NASCAR racetrack located on the site of the historic Kaiser Steel Mill. It has made the City of Fontana well known to race fans throughout the country. Fontana is also home to several newly built landmarks such as one of the largest of the San Bernardino County system libraries, the Lewis Library and Technology Center located in the center of the city on Sierra Avenue and the city's newly renovated historic Fontana Theater, which is home to the community's drama club, the Mummies. Fontana is also home to the Fontana Days Half Marathon and 5K runs. This annual race is on record as the fastest half marathon course in the world.

## SCHOOL BACKGROUND

Innovative programs and the long history of Fontana High School in the city has created a few key partnerships between the school and local business and organizations. In many cases, these relationships have provided students with opportunities for real-world experiences on industry standard equipment, internships, and scholarships for our graduating seniors as they head into post-secondary opportunities. For example, through community partnership, our C.N.A. Nursing students perform their clinical hours at Citrus Nursing Center and Bio-Animatronics students and teacher work in conjunction with Garner Holt Productions designers and engineers. Our woodshop program working with the Carpenter's union to support our students working with mentors in the current job profession. Rotary, Kiwanis, local Veterans units, and many businesses and long standing FOHI families add to this foundation of support. Not only do these partnerships support the school, but many end up hiring our students after graduation into well-paying jobs.

Fontana High School is also very fortunate and honored to have some priority enrollment partnerships with some colleges. Cal Poly Pomona, CSU San Bernardino, and CSU Chico offer our eligible students guaranteed admission and priority enrollment should they meet eligibility requirements. These relationships are critical to helping empower our students to reach for higher education and improving their future lives and career.

### SPSA HIGHLIGHTS (bullet points)

- \* Certificated and classified personnel providing additional academic support, before after and during school hours
- \* Summer Bridge for incoming 9th graders
- \* Additional Counseling Services (CSSPs) for Tier 2 and Tier 3
- \* Professional Development in the areas of technology, AVID, EL, PLC, etc.
- \* Extended Learning Opportunities including tutoring, enrichment, intervention and STEAM activities/projects
- \* Additional parent workshops to engage and provide information to them to support their child's educational journey.
- \* IXL math program used to measure growth
- \* Resources for our AVID program which support 25% of our student population
- \* Resources for PBIS program to support student achievement and school connectiveness
- \* Increase support for our EL program to monitor academic achievement and reclassification

### INCREASED OR IMPROVED SERVICES (bullet points)

- \* Additional Teacher Hourly to Monitor EL and Reclassified Students' progress and provide support, interventions and/or resources
- \* Increase parent training and participation
- \* CSSPs to provide social emotional support
- \* Professional Development with a focus on Social Emotional Learning
- \* PLCs fidelity and strategies to increase academic achievement for at-promise students

## SCHOOL BACKGROUND

### MOONSHOT

The Fontana High School Moonshot continues to expand our CTE pathway in Biomedical Technology as we “better the human condition”. In working with partners at Garner Holt Productions, we developed and built the first ever Bio-Animaker space and accompanying curriculum. We expand our work with GHP and Loma Linda University Hospital to develop the capstone Neuro-Prosthetics lab classroom and curriculum. Together these Bio Medical and Technology based courses will compliment and further expand our Health and Public Service Pathways. This Moonshot initiative serves to strengthen and increase capacity within the CTE programs offerings, while bringing our program into the 21st Century.

## 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>2554</b>	<b>93.6</b>	<b>20.7</b>	<b>0.4</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	528	20.7
Foster Youth	11	0.4
Homeless	30	1.2
Socioeconomically Disadvantaged	2391	93.6
Students with Disabilities	292	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	1.9
American Indian or Alaska Native	3	0.1
Asian	7	0.3
Filipino	7	0.3
Hispanic	2433	95.3
Two or More Races	8	0.3
Native Hawaiian or Pacific Islander	3	0.1
White	44	1.7

**These data points indicate:**

1. Nearly all students (93.6%) at Fontana High School qualify as Socioeconomically Disadvantaged, therefore all students require supports to gain full access to the curriculum.
2. One fifth of our students (20.7%) continue to be English Language Learners according to current enrollment data, so students in this program remain a focus.
3. Our current enrollment numbers for students with disabilities are 11.4%.

## School and Student Performance Data

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

### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Green

###### Mathematics



Yellow

###### College/Career



Blue

##### Academic Engagement

###### Graduation Rate



Yellow

##### Conditions & Climate

###### Suspension Rate



Orange

**These data points indicate:**

1. All applicable systems have been aligned to ensure our focus on college and career, ensuring A-G compliance across all curricular areas and guiding students to meet CCI expectations. As such, Fontana High School has a strong showing in all factors contributing to our Blue rating for the College/Career metric at 65.3% of all students, an increase of 9.6%.
2. Over the past few years, our Graduation rate has steadily climbed toward 97%. For the 2018-19 school year, the Graduation Rate dropped by 1.8% as a direct result of a significant increase in ELD 1 students, first time in high school from out of country as Juniors and Seniors. This population averages 8 or 9 students per year, creating these 5th Year English Language Learner Seniors. In 2018-2019, we ended up with 27 students, 19 of which became 5th year EL Seniors.
3. English proficiency has made steady growth since the inception of CAASSP testing, rising to 16.8 points above the standard. Math proficiency continues to make small gains but does not meet the state growth targets.  
Suspension rates in 2018-19 increased, reflecting the change to Orange status on the CA Dashboard. Data showed a continued decrease in suspensions related to physical altercations, threats, and classroom related issues. Suspensions related to possession or under the influence of drugs or alcohol saw a significant rise in cases, mostly related to vaping. The ease of access and concealability of vaping, this is leading to a significant increase in cases leading to suspension.



## School and Student Performance Data

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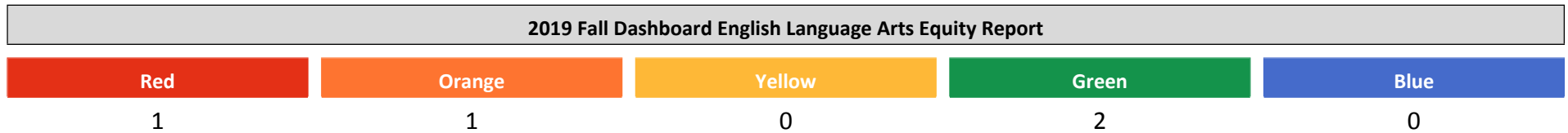
A review of the following data informs the comprehensive needs assessment.

### 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	English Learners	Foster Youth
 Green 16.8 points above standard Increased ++8.9 points 532	 Orange 62.8 points below standard Increased ++14.2 points 149	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 17.7 points above standard Increased ++6.7 points 502	 Red 148.9 points below standard Declined -10.2 points 53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p><b>Hispanic</b></p>  <p>Green 16.6 points above standard Increased ++10.6 points 510</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>

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		
<p><b>Current English Learner</b></p> <p>98.3 points below standard Increased ++12.5 points 96</p>	<p><b>Reclassified English Learners</b></p> <p>1.5 points above standard Declined Significantly -16.9 points 53</p>	<p><b>English Only</b></p> <p>17.2 points above standard Maintained ++2.6 points 123</p>

**These data points indicate:**

1. Our English Learner performance increased from the previous year’s group of students.

2. The English Only group maintained their performance from the previous year, and students considered Reclassified English Learners declined significantly yet remained above standard.
3. Even though we continue to increase in our overall ELA rate, our students with disabilities continue to decline thus increasing the achievement gap and is an area of focus.

## 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)]

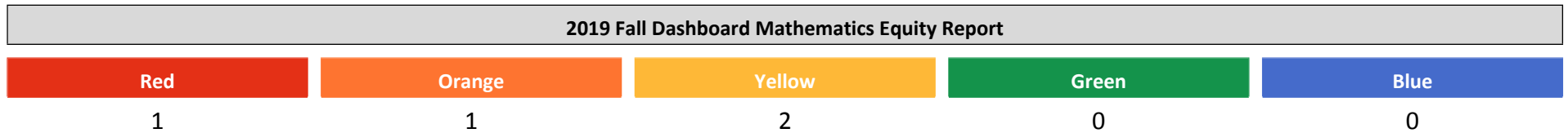
A review of the following data informs the comprehensive needs assessment.

### 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**


  
 Yellow

81.9 points below standard

Increased ++7.9 points

529

**English Learners**


  
 Orange

160.9 points below standard

Increased ++4.4 points

147


**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

82.3 points below standard

Increased ++5.9 points

499

**Students with Disabilities**






  
 Red

216.9 points below standard

Declined -13.3 points

53

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

<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>American Indian</b></p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p><b>Hispanic</b></p>  <p>Yellow 82.5 points below standard Increased ++7.5 points 507</p>	<p><b>Two or More Races</b></p>	<p><b>Pacific Islander</b></p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>

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**

<p><b>Current English Learner</b></p> <p>180.4 points below standard Increased ++4.6 points 96</p>	<p><b>Reclassified English Learners</b></p> <p>124.2 points below standard Declined -14.5 points 51</p>	<p><b>English Only</b></p> <p>80.6 points below standard Increased ++9.8 points 123</p>
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**These data points indicate:**

- CAASPP math scores showed minimal growth. All students (+7.9), English only (+9.8), EL (+4.6) and SED (+5.9) students increased points but are still significantly distanced from the state standard.

2. Math continues to be a struggle for All Students making small gains. The achievement gap is widening with our Students with Disabilities (-13.3) and EL reclassified students (-14.5).



## School and Student Performance Data

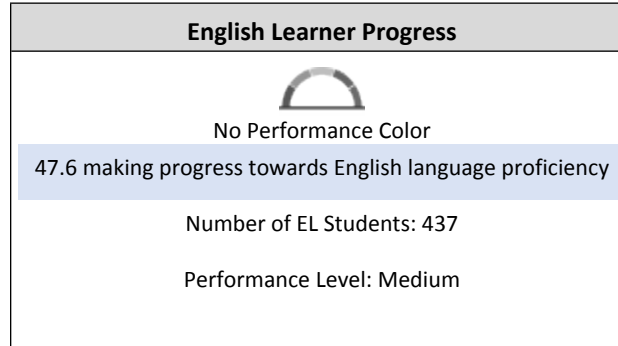
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A review of the following data informs the comprehensive needs assessment.

### 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
19.4	32.9	7.0	40.5

#### These data points indicate:

1. 40.5% of our students have progressed at least one ELPI level.
2. 19.4% of the EL students decreased one ELPI level of the previous year.

3. 7% of our students maintained their ELPI level of 4, in both 2018 and 2019 school year, therefore they did not meet the reclassification criteria in 2018.

## School and Student Performance Data

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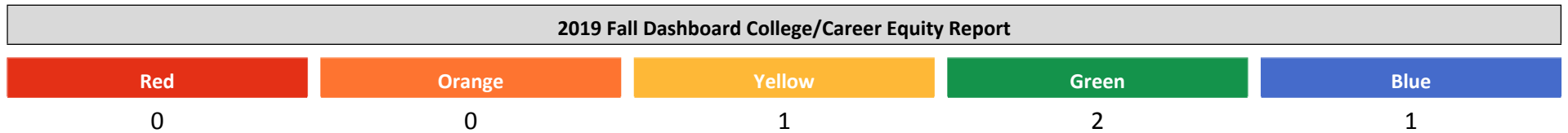
A review of the following data informs the comprehensive needs assessment.

### 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 65.3 Increased Significantly +9.6 525	 Green 37.1 Increased +9.7 132	 No Performance Color 46.2 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 20.8 Declined Significantly -19.2 24	 Blue 65.9 Increased Significantly +10.3 499	 Yellow 27.9 Increased +7.1 61

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

<p><b>African American</b></p>  <p>No Performance Color</p> <p align="center">54.5</p> <p align="center">Increased +8.4</p> <p align="center">11</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>
<p><b>Hispanic</b></p>  <p>Green</p> <p align="center">65.5</p> <p align="center">Increased +8.4</p> <p align="center">495</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p align="center">66.7</p> <p align="center">Increased Significantly +19.6</p> <p align="center">12</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**

Class of 2017	Class of 2018	Class of 2019
Prepared	55.8 Prepared	65.3 Prepared
Approaching Prepared	24.1 Approaching Prepared	14.7 Approaching Prepared
Not Prepared	20.2 Not Prepared	20 Not Prepared

**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>	547	13	--	1	4	522	--	7	--	122	535	55	6	19

**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	69.30%	53.80%	--	*	*	69.50%	--	*	--	41.80%	69.00%	23.60%	*	68.40%
Percentage Approaching Prepared	18.50%	30.80%	--	*	*	18.40%	--	*	--	29.50%	18.50%	41.80%	*	21.10%
Percentage Not Prepared	12.20%	15.40%	--	*	*	12.10%	--	*	--	28.70%	12.50%	34.50%	*	10.50%

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	505	100
African American	5	1
American Indian or Alaska Native		
Asian	1	0.2
Filipino	1	0.2
Hispanic	491	97.2
Native Hawaiian or Pacific Islander		
White	6	1.2
Two or More Races	1	0.2
English Learners	101	20
Socioeconomically Disadvantaged	502	99.4

**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>	67	13.3
<b>Foster Youth</b>	5	1
<b>Homeless</b>	27	5.3

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

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>	81	16.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	80	16.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	2	2
<b>Socioeconomically Disadvantaged</b>	81	16.2
<b>Students with Disabilities</b>	1	1.5
<b>Foster Youth</b>		
<b>Homeless</b>	1	3.7

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	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>	223	44.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	216	44
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	44	43.6
<b>Socioeconomically Disadvantaged</b>	222	44.2
<b>Students with Disabilities</b>	33	49.3
<b>Foster Youth</b>		
<b>Homeless</b>	8	29.6

\* 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	373	73.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	362	73.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	40	39.6
Socioeconomically Disadvantaged	370	73.7
Students with Disabilities	21	31.3
Foster Youth		
Homeless	14	51.9

\* 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	174	34.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	168	34.2
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	24	23.8
Socioeconomically Disadvantaged	173	34.5
Students with Disabilities	12	17.9
Foster Youth		
Homeless	6	22.2

\* 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	62	12.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	58	11.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	12	11.9
Socioeconomically Disadvantaged	62	12.4
Students with Disabilities	7	10.4
Foster Youth		
Homeless	5	18.5

\* 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).

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	27	5.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	25	5.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	6	5.9
Socioeconomically Disadvantaged	27	5.4
Students with Disabilities	2	3
Foster Youth		
Homeless	2	7.4

\* 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	153	30.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	152	31
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	11	10.9
Socioeconomically Disadvantaged	153	30.5
Students with Disabilities	2	3
Foster Youth		
Homeless	3	11.1

\* 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 a - g rate percentages are very close for the All Student group 73.9%, socioeconomically disadvantaged and Hispanic groups are 73.7% are the same. However, our English Learners with 39.6% and our students with disabilities 31.3% are significantly lower than our All Student, socioeconomically disadvantaged and Hispanic groups.
2. The CTE pathway rate for these groups are very closely similar, All Students is 44.2%, socioeconomically disadvantaged is 44.2% and Hispanic is 44%. Our students with disabilities is 49.3%, higher than our All Student group. Also, our EL group is 43.6%, slightly lower than our All student group.
3. The Seal of Biliteracy percentages are relatively close among these groups: All Students (30.3%), socioeconomically disadvantaged (30.5%) and Hispanic (31%). However, our EL group is 10.9%, Homeless is 11.1% and students with disabilities is 3%, all below the All Student group rate.

## 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)]

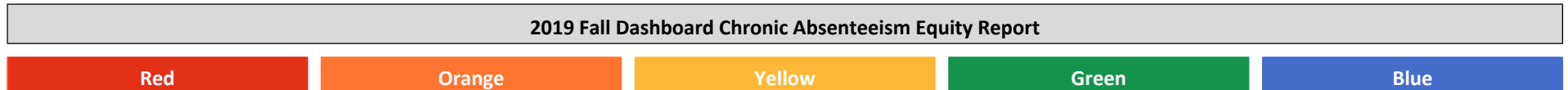
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

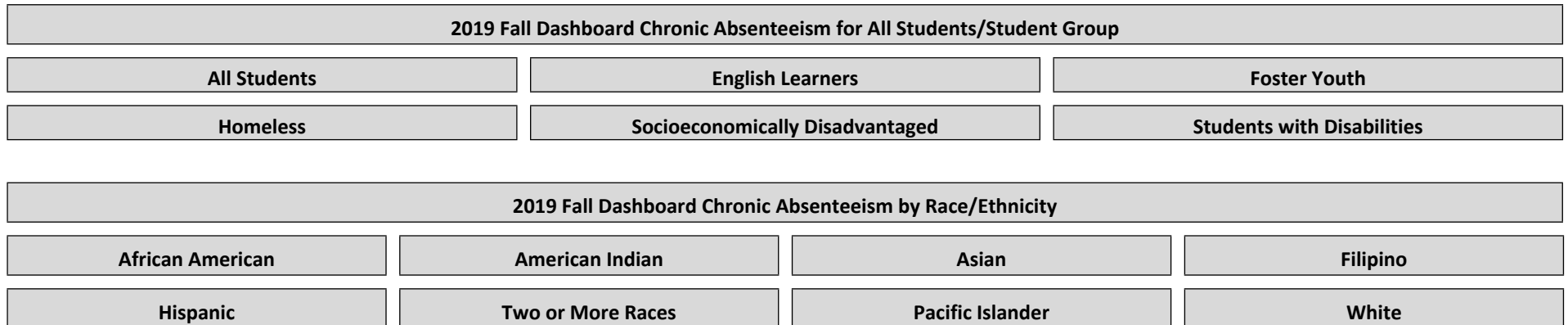
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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	2628	440	17.0
Female	1305	179	13.9
Male	1323	261	19.9
American Indian or Alaska Native	4	1	25.0
Asian	8	1	14.3
Black or African American	55	16	30.2
Filipino	7	0	0.0
Hispanic or Latino	2494	406	16.5
Native Hawaiian or Pacific Islander	3	2	66.7
Two or More Races	9	4	44.4
White	48	10	21.3
English Learners	557	122	22.3
Foster Youth	20	4	23.5
Homeless	53	9	18.4
Socioeconomically Disadvantaged	2454	415	17.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	302	79	26.7

**These data points indicate:**

1. Our overall chronic absenteeism rate is 17.1%. There are several student groups who are above this number, they include English Learners, foster youth, African American, White and homeless.
2. Male students with 19.9% rate are more chronically absent than females with a 13.9% rate.
3. Another significant group is students with disabilities with a 26.7% rate, an increase from the previous 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)]

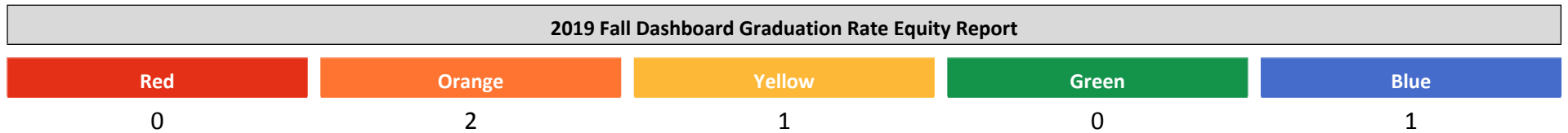
A review of the following data informs the comprehensive needs assessment.

### 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

All Students	English Learners	Foster Youth
 Yellow 94.7 Declined -1.8 528	 Orange 83.5 Declined -7.8 133	 No Performance Color 84.6 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 83.3 Declined -12.1 24	 Blue 95.2 Declined -1.4 502	 Orange 81 Declined -7.8 63

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

<p><b>African American</b></p>  <p>No Performance Color</p> <p align="center">100</p> <p align="center">Increased +7.7</p> <p align="center">12</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>
<p><b>Hispanic</b></p>  <p>Yellow</p> <p align="center">94.8</p> <p align="center">Declined -2.4</p> <p align="center">497</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p align="center">83.3</p> <p align="center">Increased +1</p> <p align="center">12</p>

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**

<b>2018</b>	<b>2019</b>
96.5	94.7

**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>	505	481	2	95.2
<b>English Learners</b>	101	82	1	81.2
<b>Foster Youth</b>	5		0	

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Homeless	27	20	0	74.1
Socioeconomically Disadvantaged	502	478	2	95.2
Students with Disabilities	67	57	1	85.1
African American	5		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino	1		0	
Hispanic	491	467	2	95.1
Native Hawaiian or Pacific Islander				
White	6		0	
Two or More Races	1		0	

**These data points indicate:**

1. Our overall graduation rate slightly decreased from 97% to 95.2%.
2. Our students with disabilities graduation rate is 85.1%, a significant increase from the previous year.
3. Graduation rate for English Learners is 81.2%, significantly lower than the overall school rate.

## 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)]

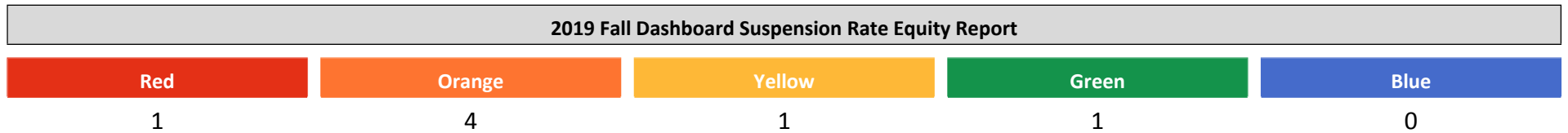
A review of the following data informs the comprehensive needs assessment.

### 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
 Orange 3.4 Increased +0.8 2620	 Yellow 3.9 Maintained 0 562	 No Performance Color 6.9 Declined -2.8 29
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 11.4 Increased +9 35	 Orange 3.5 Increased +1 2458	 Orange 4.4 Increased +0.5 295

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

African American	American Indian	Asian	Filipino
 Orange 9.2 Increased +4.5 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3 Increased +0.9 2456	 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 3.4 Declined -3 59

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.6	3.4

**These data points indicate:**

1. Every student group has increased in suspension rate except for the foster and white groups who have decreased.
2. Suspensions saw a significant rise in the African American (in orange) and Homeless population (red).

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)	0.07	
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: -7.9 10th: -5.2 11th: -4.2 12th: -1.1	
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -11.4 10th: -10.4 11th: -7.9 12th: -5.4	
Site Specific Measures: AVID students pass rate (passing all courses with C- or better) compared to all student group, for 1st semester.	Schoolwide	AVID
	9th Grade 42.4%	62.4%
	10th Grade 41.3%	56.9%
	11th Grade 38.4%	47.8%
	12th Grade 61.6%	78.3%
	Overall 45.9%	61.4%
Site Specific Measures: Number of students served with homework assistance and tutoring in 1st semester.	721 students were served	



**These data points indicate:**

Fontana High School’s data points schoolwide show a greater percentage of students scoring in the bottom two performance bands in math and reading. In reviewing the data from the Fall 2021 MAP assessment administration, two areas of targeted need trend across all grade levels.

- For the Reading Performance assessment, the greatest area of need for all grade levels is in the goal area of Literary Text.
- For the Mathematics Performance assessment, the greatest area of need for all grade levels is in the goal area of Geometry.

While there is no significant difference in math performance by gender, there is an 8% difference in the reading scores with more males scoring in the Low achievement band. Additionally, there are ethnicity and program groups that demonstrate significantly higher percentages of student in the lowest achievement band compared to the All Student Group. Groups that need additional supports and intervention include English Learner and Students with disabilities for both Reading and Math and the African American group for Math only .

In comparing Fall 2020 MAP data to Fall 2021 MAP data for Distance from Norm for Reading Growth, the 9th grade students had a negative change in Distance from Norm by –0.2. Both the 10th grade and 11th grade classes had positive change in Distance from Norm for Reading Growth with 10th grade having a +0.1 growth and the 11th grade having a +0.8 change.

In comparing Fall 2020 MAP data to Fall 2021 MAP data for Distance from Norm for Math, grades 9, 10, and 11 had a negative change in Distance from Norm. Grade 10 had the largest decrease with -5.2 change, Grade 9 had a -4.2 change, and Grade 11 had a -4.5 change.

Our AVID program's data shows students who are in the program have a higher overall gpa than students who are not. One vital part of the AVID program are the college tutors who provide individual/small group tutoring to support student learning and completion of assignments.

Students have the opportunity to utilize online (Paper) and/or in-person tutoring. Over 700 students took advantage of attending in-person tutoring for the 1st semester.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	0.03
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)	-0.47
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -19.8 10th: -21.4 11th: -20.0 12th: -17.8
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -23.8 10th: -25.2 11th: -24.0 12th: -22.3

Academic Data – English Learners (EL)	
Site Specific Measures: Number of students served with homework assistance and tutoring in 1st semester.	721 Students were served
Site Specific Measures: Percent of teachers implementing EL strategies learned in professional development.	Of the teachers who received EL PD,50% implementation during classroom walk throughs

**These data points indicate:**

While EL are achieving below the schoolwide group, EL students made more growth in both reading and math than the schoolwide group. Over 20% of our student population are English Learners, the need for teachers to learn what instructional strategies maximize student learning requires professional development. Our ELs need additional academic support and we have 2 bilingual aides available for them during (levels 1 and 2) and before school (tutoring center).

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 13% Level 3: 34% Level 2: 32% Level 1: 21%
2020-2021 ELPAC Listening Domain: % by Performance Level	6% - Well Developed 63% - Somewhat/Moderately Developed 31% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	68% - Well Developed 18% - Somewhat/Moderately Developed 13% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	7% - Well Developed 47% - Somewhat/Moderately Developed 46% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	6% - Well Developed 72% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	22% - Beginning Development
Site Specific Measures: Walk-through data: % of ELD classrooms where incorporated language tasks are observed	Of the teachers who received EL PD, 50% implementation during classroom walk-throughs
Site Specific Measures:	

**These data points indicate:**

Since the last measure, the number of students scoring a 1 has dropped by 3% and the number of students scoring a 4 has increased 2%.

Reading is the greatest area of need across all grade levels and student groups when looking at Overall and Composite scores for ELPAC performance across 3 years.

Within the written language composite (reading and writing), a significantly greater percentage of students are at the “beginning to develop” level in reading than in writing.

When looking at ELPI progress from 2019 to 2021 by cohort groups, students in grades 9, 11, and 12 saw an increase in the percentage of students who made progress in their ELPI level which indicates improvement in English proficiency for those cohorts. A similar pattern is seen across all student groups.

The majority of our EL students are levels 1 and 2 (total of 53%). These students need significant support with reading, listening and writing. Our teachers who participated in EL PD, show in our walk-through data that 50% have implemented the strategies. We need to continue with more EL trainings (and include other teachers) and create structures to ensure implementation.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%
Site Specific Measures: Average Parent attendance at Coffee with the Principal, workshops, conferences, etc.	12
Site Specific Measures: Average Parent attendance at decision making meetings. ( SSC, ELAC, etc.)	8

**These data points indicate:**

The FUSD Parent Survey was completed by 147 parent/families (households) and provided feedback about their experience at Fohi. We fell short of the district's goal of 25% participation and need to assist our families with filling it out online. Parents responded the two highest areas are environment (81%) and inclusion efforts (91%). The two lowest scoring areas were family engagement (9%) and learning models (53%). The attendance rate at our workshops and meetings are about half the size of our pre-pandemic numbers. We plan on reaching out to parents to encourage them to attend our meetings by phone calls, Parent Square, flyers and website.

<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)	43%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	55%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	77.9%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	49.4%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	62.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	13.9%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	23.8%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	2.9%
Site Specific Measures:	
Other: A-G Completion Rate by EL Level	Level 1: 10% Level 2: 40% Level 3: 47.4% Level 4: 75% RFEP: 85.7%

**These data points indicate:**

1. Our AP All Student group are passing their exams at a rate of 43%. We have a strong showing in AP Calculus, Chemistry, and AP Spanish Language and Literature. Our EL

students are passing AP exams at a higher rate of 55%. This is a direct result of intentionally placing our EL students, 99% of which are fluent in Spanish, into AP Spanish

Language and Literature as part of their 4-year course sequences.

2. A-G completion rates for All Students is 77.9%. This is a direct result of a schoolwide expectation that students repeat all course work in which they receive grades of D or lower.

3. Our A-G rate of EL students is 49.4% an increase from last year's rate of 38.4%, growth but at a slower rate. However, when looking at the A-G rate by EL levels, the data shows that the rates for Fontana High School are higher than the district rates for all EL levels. Additionally, Level 4 EL students at Fontana HS have a rate that is on par with the All Student group. Some factors that have inhibited the A - G growth for our levels 1-3 include that SEI English courses are not A - G allowable but are required of EL level 1 students. Additionally, levels 1-3 experience challenges with achieving English grades of "C" or higher and have limited time to repeat course work of "D" or lower while still meeting graduation requirements. We continue to provide extended learning opportunities like homework support with bilingual aides, summer school and/or 0 or 7th period classes so EL students can pass and/or retake their courses.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
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.

In looking at metrics provided by the 2019 California State Dashboard, while data points for English Learner students indicate a lower level of success than all students in school completion data, the English Learners at Fontana High School outperformed both the District and State English Learners in these same areas. These measures indicate that Integrated ELD services provided to students that lead to College and Career Indicator and Graduation Rate are implemented effectively as compared to FUSD and CA but are not as effective as when implemented to the All Students group at Fontana High School. Additionally, EL students at Fontana High School modeled that same data pattern during distance learning timeframe for graduation rates.

	2019 CCI Prepared	2019 Grad Rate	2020 CCI Prepared	2020 Grad Rate	2021 CCI Prepared	2021 Grad Rate
Fohi All	65.3%	84.7%	69.3%	97.7%	*	95.2%
Fohi EL	37.1%	83.5%	41.8%	93.1%	*	81.2%
FUSD EL	36%	82.8%	32%	84.2%	*	76.5%
CA EL	16.8%	72.7%	17.2%	73.6%	*	*

\*Covid-19 exemption from data

### Reclassification Rate

Year	Number of Students	Percent of Students District	Percent County	Percent State
2021-2022	38 (local data)			
2020-2021	25	5%	6.6%	6.1%
2019-2020	26	5.2%	7.3%	13.8%
2018-2019	13	2.5%	5.8%	14.7%

These measures indicate that Integrated ELD services provided to students that lead to College and Career Indicator and Graduation Rate are implemented effectively as compared to FUSD and California but are not as effective as when implemented to all students group at Fontana High School. Integrated ELD at Fontana High School shows growth in effectiveness by the upward trend in reclassification rates for the school over three years. Students are developing the skills to be successful in the multi-measure reclassification process. Students participated in their first round of Data Chats prior to testing their year so that EL Monitors could support goal setting for testing performance.

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

EL 1		EL 2		EL 3		EL 4			
Total 21-22		116		183		203		55	
EL 1		EL 2		EL 3		EL 4			
Grade	Year	#	%	#	%	#	%	#	
9	21-22	33	6	70	13	73	14	23	4
	20-21	43	24	62	34	60	33	17	9
	18-19	23	18	34	26	53	40	21	16
10	21-22	37	7	51	9	57	11	10	2
	20-21	22	16	44	32	47	34	24	18
	18-19	20	15	30	22	47	36	37	28
11	21-22	20	4	30	5	34	6	13	2
	20-21	24	24	30	28	35	34	14	14
	18-19	19	18	35	32	39	36	15	14
12	21-22	16	3	28	5	34	6	8	1
	20-21	15	20	23	31	27	36	10	13
	18-19	30	30	32	32	28	28	10	10

Without the CA Dashboard ELPI level data since 2019 for exact progress measures, the population of EL by grade level over a multi-year pattern shows general trends of progress in ELPAC levels by yearly cohorts. The Designated ELD effectiveness is displayed more clearly with MAP score growth over two years for both the “All Student” group and the “EL Student” group. EL students had lower RIT scores on average than the All Student group, but EL students outperformed the All student group in their growth in scores for both freshman and juniors this year.

MAP Data for EL in Reading

From Fall '19 to Fall '20		From Fall '20 to Fall '21		Reclassification Score Requirement
Grade	Student Groups	Growth RIT Scores	Growth RIT Scores	
9	EL 1	200.5 to 201.7	4 196.2 to 200.1	221
All 2		213.7 to 215.7	2 209.0 to 211.5	
10	EL 5	202.5 to 207.6	2 201.7 to 203.9	223
All 2		208.6 to 210.3	2 215.8 to 218.1	
11	EL **		3 201.1 to 204.4	225
All **		2 218.1 to 220.4		
12	EL **		1 206.9 to 208	225
All **		1 222.9 to 224		

\*\*No Data

**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.

Fontana High School as a part of the WASC Action Plan has committed to working the PLC process in subject-like teams to analyze and plan instruction from formative data measures. Designated ELD instructors participating in the data analysis component of the PLC process will train on and then utilize AVANT testing to collect data as a formative assessment leading to the summative ELPAC. This data will inform instruction to support students in making progress in all four domains of ELD standards.

This new data piece will require professional development for our designated ELD teachers. Additionally, our TOA will support this team in utilizing curriculum to build lessons to support students’ language growth. Professional development for designated ELD teachers will be ongoing. For integrated ELD teachers, we will focus our start of school year professional development on research-based instructional strategies to support English Learners and all students. Additional staffing to support EL reclassification and RFEP monitoring has moved our process from paperwork to mentoring and supporting students in tutoring sessions. This set up will continue and grow next year to support students and reclassify more students. Data organizational systems will continue to refine as testing data and other reports become available after resuming state testing.





## 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>Fontana High School administers several surveys to elicit feedback from stakeholders to monitor and make any adjustments to our programs. The data can also show we would need to create new programs or develop systems to address needs.</p> <p>A total of 314 (14%) parents completed the FUSD School Climate Survey in October 2021.</p> <p>Top favorable results:</p> <ul style="list-style-type: none"> <li>* 91% Inclusion Efforts</li> <li>* 81%Environment</li> <li>* 79% Policy Awareness</li> </ul> <p>Lowest favorable results:</p> <ul style="list-style-type: none"> <li>* 9% Parent Involvement</li> <li>* 53% Learning Model</li> <li>* 55% Family school communication</li> </ul> <p>A total of 1,247 (49%) students completed the FUSD School Climate survey in October 2021.</p> <p>Top favorable results:</p> <ul style="list-style-type: none"> <li>* 79% Other Risks</li> <li>* 73% Substances and Student Interactions</li> <li>* 71% Self-Management</li> </ul>

## Analysis of Qualitative Data

Lowest favorable results:  
\* 18% Learning Opportunities  
\* 33% Self-Efficacy  
\* 35% Sense of Belonging

SEL Survey administered in August 2021 - 1498 students took the survey. The results indicate 78% of students felt they had supportive relationships with friends, adults or family members. However with staff members the results were 54% can be completely themselves around them.

We are an AVID Demonstration/Distinction school. Teachers were given a brief survey regarding the use of AVID strategies in the various content areas. Even though all teachers are sent to Avid workshops, they wanted more training on how to use the AVID strategies for their specific content areas. The results are shared at stakeholder meetings and analyzed collaboratively to provide direction for next steps.

We are a PBIS school and surveys were conducted to monitor school climate. Data showed we still need to show staff cares about our students.

Teacher were surveyed in May 2021 about technology and distance learning needs. The majority of the teachers needed additional assistance with TEAMS and Class Notebook, One Note and other tech ways of checking for understanding (NearPod, Kahoot, etc.). We created a staff tech support time every morning from 7:40 -8:10 am for any staff member who has questions about technology. We provided small group tech training by our own teachers to our teachers and 80% of the teachers completed the training.

Professional development is determined by several things such as, assessments (ELPAC, CASSAP, Advanced Placement, Maps, CFA, etc.), classroom observations, teacher/SEL/Panaroma survey, feedback from our department chairs, and WASC report. The identified needs are EL, AVID and instructional rigor.

## Classroom Observations

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

Formal and informal classroom observations are completed by the school administration on a weekly basis throughout the year. Feedback to teaching staff is provided to enhance and/or support instructional practices. Administration uses the informal gathering of observations to inform next steps for professional development needs and/or topics for staff meetings so that cycle of effective instruction is continually in motion. Data from the walk-throughs showed teachers need more support in engagement strategies and EL strategies. Teachers were using the district approved curriculum but felt they needed to keep up with the pacing guide and thus were limited with using strategies that took more time.

A focus of this year's walk-throughs is to observe the implementation of goals of the school plan to gather data for the AVID 2023 Schoolwide certification program, and to prepare for the 2023 WASC Visitation. We are focused on four main goals this year in all core areas: 1) Increase student engagement through the use of effective instructional strategies; 2) Support all students as owners of their own learning through intervention and enrichment activities; 3) Provide students with meaningful feedback through formal and informal assessment; 4) Engage students in activities that represent the school's core values. For this school year, as part of our walkthroughs, we monitored the implementation of strategies and instruction based upon the

## Analysis of Qualitative Data

ELA/ELD Framework training. Data indicates about 50% of the teachers trained have implemented EL strategies. Next steps is to increase the level of implementation and train additional teachers.

Since we are a PBIS school, we conduct TFIs at least twice a year. We scored over 80% on the first TFI in November 2021 so we did not have to do one in February 2022. Staffuly passes out Steeler dollars to reinforce positive behavior.

## 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.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Fontana High School follows the district assessment calendar which includes timelines to provide all state and district assessments. Those assessments are analyzed via professional learning teams to identify next steps needed to support increasing student achievement. Teacher developed benchmark assessments are also utilized and analyzed via our professional learning communities (PLC) to inform our progress on our own site initiatives.

Fontana High School High School uses the following types of assessments and data to modify instruction to improve student achievement:

- PM reports for student enrollment with ELPI data
- PM reports for common, formative assessments in math, science, social studies, and English. Each content area developed protocols to guide discussions during PLC Collaboration Time.
- MAP reports
- SAT results
- ELPAC results
- CAASPP Data

The data indicates teachers need to collaborate in their PLCs to help meet the needs of students. Teachers need professional development to learn research-based strategies to assist them in their classroom to increase students' skills in reading, writing

**Standards, Assessment, and Accountability**

	and math skills.
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Fontana High School High School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student group:</p> <ul style="list-style-type: none"> <li>• PM reports for student enrollments with ELPI data</li> <li>• PM reports for common, formative assessments in math, science, social studies, and English. Throughout the year, each content area developed protocols to guide discussions during PLC Collaboration Time.</li> <li>• MAP reports</li> <li>• SAT results</li> <li>• ELPAC results</li> <li>• CAASPP Data</li> </ul> <p>The data indicates teachers need to collaborate in their PLCs to analyze EL data and select best practices to increase student learning. Staff needs to communicate with students about the importance of ELPAC and what strategies are needed to help students increase their scores on the assessment.</p>
<p>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>	<p>The SPSA actions are monitored monthly for implementation and outcomes. Services with low participation are identified and efforts are made to increase participation. Fontana High School Administration, Site Leadership Team, English Learner Advisory Council, School Site Council and Coffee with the Principal members review performance data as it become available. In December/January, using the progress monitoring form, programs and services are revisited for program evaluation and input is gathered from stakeholders for potential budget moves and revised action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to the SSC for a vote, typically in February. The revised SPSA is board approved at the next scheduled board meeting. Formal evaluation of the SPSA goals, using the progress monitoring forms are done at the end of each semester.</p> <p>During the second semester, data are reviewed to identify students' needs. The stakeholders review the budget and identify top priorities in the Spring. With input from all stakeholders, recommendations are made to the School Site Council and the goals are developed in March and April. SSC approves the SPSA in May and the School board approves the SPSA in June.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The Fontana High School Administration, Site Leadership Team, School site Council and English Learner Advisory Council, reviews budget and SPSA goals monthly. In the Fall, ELAC, SSC, site leadership and admin team meet to analyze data, discuss programs and services that are in the SPSA. In January, SSC and ELAC examine programs and services for program evaluation. Input is gathered from stakeholders for potential budget moves and/or action changes. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to the SSC for a vote and sent to the School Board for final</p>

### Standards, Assessment, and Accountability

approval. In the Spring, the stakeholders start to discuss program needs and provide input for the following school year's programs and services. In March, the ELAC committee makes final decision on what programs or services our EL students need and sends these recommendations to the SSC in April. SSC discusses ELAC recommendations and determines if some or all are to be part of the SPSA.

**Identified Needs based on Findings:**

- Professional Development for teachers to analyze data and select best research-based strategies used to differentiated instruction to meet students' needs.
- Professional Development for PLC fidelity.
- Teacher hourly to have data chats with EL students and provide additional resources.
- Provide extended learning opportunities such as tutoring, APEX, Summer school, etc.

### Staffing and Professional Development

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

Staff development topics are determined directly from the content standards and the progress students are making towards those standards. Staff development topics also focus on improving first instruction with a focus on engage students, checking for understanding, and ensuring for academic vocabulary. As an AVID National Demonstration School, we ensure all teachers are fully trained on AVID based instructional strategies that are relevant and support the teacher's content areas. These include focused notes and interaction strategies and/or interactive notebooks, critical reading, content tutorials, and philosophical/Socratic seminars. Through continued professional development and monitoring the implementation usage of students and teachers, we ensure higher levels of rigor, depth of knowledge, active learning, and improved first instruction. Professional Learning Communities also work to identify essential learning objectives, write these in student friendly terms, design common formative and summative assessment to determine student learning, and plan for intervention and enrichment. The PLC reinforcement supports the collaborative Student progress is monitored through data systems such as district benchmarks, PLC created assessments, MAPS, etc. and to determine professional needs.

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

Access to Teachers on Assignment (TOA) and "Instructional Support Teachers (IST) is available for ELA, math, ELD, Special Education, technology, and science. Additionally, our Integrated Math 1 PLC works with a content expert to align instruction and develop effective lessons that engage learners.

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 3 non-student days at the beginning of the year and receive additional pay for up to 5 days for other professional development opportunities if they so choose too. Every Wednesday, teachers can meet with their PLCs after admin directed time. Admin directed time is comprised of professional development, required district safety compliance trainings, department meetings, and PLC meetings. Most PLCs also have a common preparation period, again, if they choose to meet, this time is available for extended collaboration and support. The district and site offers additional trainings throughout the year in which teachers can participate and be compensated for it.

## Staffing and Professional Development

### Identified Needs based on Findings:

- Teachers need additional time for PLC and AVID content training to help formally develop instructional skills to improve first instruction.
- Continue to provide and/or extend services with outside content area experts in Math, especially IM 1 and 2 to support teachers and plan for instruction.
- Professional development in differentiated instruction.

## Teaching and Learning

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

District approved pacing guides and content outlines assist to map the trajectory of content throughout the year. These helper documents align the standards to the currently adopted curriculum and provide suggestions on enhancements, supplemental materials, assessments, and other district initiatives to weave into the instructional delivery of the content. Within the PLC teams, teachers discuss their progress, interventions needed, and common formative assessment data to drive instruction for learning.

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

Grade	English	Math	Science	Social Science
6-8th	Study Sync	Big Idea	Prentice Hall	TCI
	History Alive!			
	Discovery Math Techbook	Discovery Science Techbook		
9-12th	SpringBoard	HMH- Integrated California	Pearson- Biology	
	McGraw - Hill			
	Discovery Math Techbook	Glencoe- Chemistry		
	Holt, Rinehart & Winston- Earth Science			
	Science 9-12 – CK-12 Flexbook addresses NGSS in biology, chemistry, physics, and earth science.			

## Teaching and Learning

	<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, Math 180 and C-STEM). The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>Our school is provided with all standards-based curriculum that is adopted by our district. Every piece of curriculum must follow a process towards being adopted which entails our district curriculum committee to oversee the recommendation process that entails extensive piloting and comparison with other possible adoptions that leads to our Board of Education having the final word of approval on all core subjects. Our supplemental materials follow a less rigorous process which requires site approval from principal, in both cases, appropriateness for student groups is always a factor to be considered.</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 also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p>

**Identified Needs based on Findings:**

- Provide teachers with additional PLC collaboration time to lesson plan, create assessments, data analysis, identify effective strategies, and reteach/enrichment lesson.
- Provide teachers with time to work in their Professional Learning Communities to identify essential learning objectives, discuss and agree upon success criteria for these objectives, then plan for use with students. Additionally, the PLC teams need to continue to develop and refine common formative and summative assessment to analyze student proficiency, leading to discussion and planning around intervention and enrichment opportunities.
- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- Provide teachers additional time to continue to build expertise in creating learning targets and success criteria.



**Opportunity and Equal Educational Access**

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>We are an AVID Demonstration and Distinction school and thus utilize AVID strategies schoolwide. This school year, we are utilizing Character Counts curriculum 2 days a week during 2nd period in order to provide additional academic and emotional support for all of our students. The Support classes that are during the regular school hours are READ 180, APEX grade/credit recovery classes, IMA/B, Study Skills, AVID, and freshman/senior seminar. For our English Learners who need additional language/academic support are in our ELD and ALD classes. In addition, we have instructional and bilingual aides to provide one to one and/or small group academic support. Outside the school day, we have Summer school, after/before school tutoring and social/emotional/behavioral services. Additional social emotional services are provided by our two CSSPs. For more intense support, we have a Student Study Team and referral services for mental health services.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Analyzing performance data, such as advanced placement, a-g requirements, graduation rate, etc. our EL and students with disabilities groups are significantly below standard than the All Student group. One root cause may be lack of EL strategies across the disciplines and some EL students entering school in the 11th and 12th grade as level 1s and 2s. They have limited time to acquire the necessary support to be successful. Examining the data, many of our Sped students are also English Learners.</p> <p>Our Sped students only have access to a rigorous curriculum in the co-teaching classes in math and English. They do not receive all of the curriculum in their Sped classes. General and Sped teachers need to learn and uses strategies that will help our EL and Sped students achieve academically. One important strategy is students need increased access to small group differentiated in both ELA and mathematics. Our EL students need additional time and support to develop their English Language skills.</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>We went over the progress monitoring tool with our SSC members in the January, February and April 2022 meetings. In the meeting, we went over the findings and it showed we did not meet the needs of all of our students, especially the English Learners and students with disabilities.</p> <p>Some of the reasons are stated above in the summary of root causes. For example, the need for continuous professional development on effective instructional strategies to support English Learners and students with disabilities. In addition, we did not have both bilingual aides the first semester because one position was vacant and the other aide was gone for a lengthy time and we couldn't fill the positions. Also, CSSP services were delayed until 2nd semester because of lack of candidates and of hiring practices. So students missed out on much needed social emotional support in order to help them be successful in their academics.</p> <p>Some students are not taking advantage of the existing extended learning opportunities like APEX, tutoring and summer school. One reason is because the chronic Absenteeism rate for English Learners is 22.3%, higher than the All Student group of 17%.</p> <p>Additionally, only 75% of our students are participating in the extended learning opportunities, with those most in need, not participating.</p>

## Opportunity and Equal Educational Access

### Identified Needs based on Findings:

- Provide continued student support through college tutors. College tutors can provide instructional support, intervention support, student feedback, mentoring and tutoring.
- Provide professional development for teachers so they can learn and implement new instructional strategies to support the needs of EL, students with disabilities and other student groups not meeting standards. This includes the PLC process with a focus on data analysis to determine what students need: reteaching, intervention, or enrichment.
- Increase student participation in the provided extended learning opportunities such as; tutoring and/or interventions outside the school day (Apex) and Summer school.

## Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parents are taught technology and internet skills to assist them in the progress monitoring of their students using the Q system. Parent Universities are offered to inform parents on the latest tobacco and drug trends, social emotional help, and supporting their students on the road to college.

Parents are informed about services and workshops provided from the site, district office and surrounding communities for students and parents thru Parent Square, flyers, posted on our website, etc. We ask on a regular basis what parents would like to learn or know more about and we provide the information and/or workshops on it.

Parents can participate in advisory committees and/or other parent meetings such as School Site Council (SSC), Coffee with the Principal (CWP), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Local Control Accountability Plan (LCAP) offered at the school site and/or in the district office.

### Identified Needs based on Findings:

- Increase parent participation in their child's education by attending school activities and informational meetings.
- Increase parent/family input on services and workshops.
- Provide Professional development for parents (workshop registrations, transportation, fees, guest speakers) to be more informed and guide their child's educational path to meet their goals.

**Funding**

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>State and local funding was used to address the social/emotional needs of our students by creating a Wellness Room and Garden. These are areas where students along with staff members, are in a Zen like environment and students can discuss issues that are interfering with their academics. Another project we are focusing on is to create a Student Innovation/Makerspace Center. An area where students can have fun and learn at the same time. They will have the opportunity to create, problem solve, think critically in an environment where they select the activity that interests them. The continuation of our AVID program is supported by this funding source, as well. The AVID program targets our at-promise students who are taking rigorous high school courses and provide the necessary support for students to be academically successful. We feel it is important for our students to be recognized for their academics, attendance and behavior so we provide incentives to recognize their efforts and achievement thru our PBIS program.</p> <p>Our district provides RSP aides for students with disabilities and bilingual aides to support language development for our EL students. Math and English intervention teachers support underperforming students. The split funded EL TOA supports language development and academic achievement for our EL students.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>For the 2021 -2022 school year, we allocated Title I funds for College tutors in AVID and intervention classes. Data indicated students who were in these classes showed an increase of grades in their content areas. Students completed their assigned work and scored higher in their retake of assessments.</p> <p>Also, with these funds, we extended learning opportunities for students by offering one to one and/or small group tutoring support outside of the regular school day and Summer Bridge for our at-promise incoming 9th graders.</p> <p>In addition, we hired two CSSP (Comprehensive Student Support Personal) counselors to focus on helping students develop coping mechanisms in dealing with their social emotional issues.</p> <p>Professional development was provided for certificated staff members in AVID and Professional Learning Communities. Additional hourly for teachers to function as PLCs was also funded with Title I.</p> <p>Additional certificated hours are provided to two teachers to assist our EL monitor to oversee our large EL population with student and parent meetings to discuss ELPAC, reclassification and academic support. Another resource was the tutoring provided outside the school day with certificated and classified staff.</p> <p>Our district provides a Title I funded math coach to help teachers with strategies to support underperforming students. An EL TOA is partially funded with federal funds to support language development and academic achievement of English Learners.</p>

**Identified Needs based on Findings:**

**Funding**

- Maintain College Tutors and CSSP positions. If funds permit, hire additional bilingual instructional support aides to support EL students in reading comprehension and math.
- Additional hourly for EL site monitor positions / stipends to lower the ratio to monitor and support the EL student's linguistic and academic progress.
- Curricular and school climate Social Emotional Learning (SEL) supports for all students, including curriculum, instructional resources and technology to support individual and small group counseling.
- Extended learning opportunities for students beyond the school day and year.
- Provide professional development in differentiated instruction, PLC fidelity, AVID strategies and other research-based strategies.
- Increase parent engagement, involvement, 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 January and April, SSC performed progress monitoring of the SPSA actions and services. College tutor data showed students with college tutors had a higher GPA than students who did not have tutors in their classes. CSSPs were implemented 2nd semester because of hiring process and available candidates.

In April, SSC with the input of ELAC determined which actions to continue, modify or discontinue based upon progress monitoring and the anticipated needs of the students. ELAC's recommendations were an enrichment program, college visits for the EL student and reading fluency support. SSC recommends more SEL services to help students deal with social-emotional needs.

In May, SSC reviewed and approved the 2022-2023 SPSA.

**Identified Needs based on Findings:**

The SSC will meet virtual and in-person to accommodate the preferences of the attendees.

## 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>	<ul style="list-style-type: none"> <li>• Professional development for teachers to use best practices to increase student achievement. Instruction is scaffolded and delivered in a blended learning model to provide differentiated, small group instruction.</li> <li>• Extended learning opportunities, tutoring, before and after school</li> <li>• Provide SEL PD for staff to provide with the skills and strategies to support students social emotional needs.</li> <li>• PLCs will meet to develop common lessons and assessments, analyze data, determine best practices, do reteach/enrichment in order to help students meet the State academic standards.               <ul style="list-style-type: none"> <li>• District will provide (Paper Education) unlimited 24 hours a day, 7 days a week tutoring service</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PD (Monthly, August 2022 - April 2023)</li> <li>• Tutoring (3x week, August 2022 - May 2023)</li> <li>• SEL PD (Monthly, August 2022 - March 2023)</li> <li>• PLC time (Monthly, August 2022 - April 2023)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Professional development for teachers to use best practices to increase student achievement.</li> <li>• PLCs will meet to develop common lessons and assessments, analyze data, determine best practices, in order to help students meet the State academic standards               <ul style="list-style-type: none"> <li>• Small group instruction to provide differentiated supports for flexible groupings of students</li> <li>• Real world connections supported by fieldtrips, computers, etc.</li> <li>• Makerspace/center to reinforce common core standards through the application of hands on activities/projects.</li> <li>• District provides (Paper Education) unlimited 24 hours a day, 7 days a week tutoring service</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PD (Monthly, August 2022 - April 2023)</li> <li>• PLC time (Monthly, August 2022 - April 2023)</li> <li>• College tutors (Daily, August 2022 - June 2023)</li> <li>• Real world experiences (Monthly,</li> </ul>

		<p>August 2022 - April 2023).</p> <ul style="list-style-type: none"> <li>Makerspace (Monthly, August 2022- May 2023)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>Teachers, tutors and bilingual aides to provide additional academic support in extended learning opportunities for all students. This will include additional instructional supplies, books, STEM kits/activities, etc.</li> <li>PLCs will meet to develop common lessons and assessments, analyze data, determine best practices, in order to help students meet the State academic standards.</li> <li>Summer Bridge for incoming 9th graders</li> <li>Bilingual/Aides to support EL I and 2s with vocabulary development, improving speaking/listening/writing, etc.</li> <li>Additional Teacher hourly to monitor English Learner's progress and if necessary, discuss interventions with students and parents.</li> <li>CSSPs will provide social emotional support for students in order for them to achieve academically</li> <li>ELA (READ 180) and math intervention teachers to support tier 3 students</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring (Daily, August 2022 - June 2023)</li> <li>PLC time (Monthly, August 2022 - April 2023)</li> <li>Summer Bridge, (Daily, June 2022)</li> <li>EL interventions, (Daily, August 2022 - May 2023)</li> <li>EL Data chats/progress (Weekly, August 2022 - May 2023)</li> <li>CSSPs (Daily, August 2022 - May 2023)</li> <li>Intervention teachers (Daily, August 2022 - May 2023)</li> </ul>

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the 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)	16.8	>= 24.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-81.9	>= -66.9
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	0.07	>=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: -7.9 10th: -5.2 11th: -4.2 12th: -1.1	9th: -7.4 10th: -4.7 11th: -3.7 12th: -0.6
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -11.4 10th: -10.4 11th: -7.9 12th: -5.4	9th: -10.9 10th: -9.9 11th: -7.4 12th: -4.9
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Map reading data indicates students need to build literacy in reading in all content areas.</li> <li>MAP math data indicates students need to explain and apply mathematical concepts and mathematical procedures.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Student Survey indicates a need for Tier 2 and Tier 3 SEL support.</li> <li>• Teacher and parent feedback indicates students need access to academic support outside the regular school day to accurately complete assignments and reinforce learning.</li> <li>• Parent surveys indicates a need for increased engagement and methods of communication between parents and the school (text, email, newsletter). In addition, parents want more workshops to learn how to help their students academic achievement in educational success.</li> </ul>
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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
1A Provide homework assistance and tutoring outside the school day to assist students with correctly completing their homework or projects to reinforce the learning of the content areas.  * Certificated hourly * Classified hourly * Instructional materials and organizational supplies * Printing costs	* Numbers of students served * Student surveys * D and F rates	All Students	Assistant Principal Teachers	\$8,000	
1B Provide small group differentiated instruction to reinforce learning and complete assignments.  * Classified hourly * Instructional materials and organizational supplies * Flexible seating * Printing costs * Charging devices	* AVID grades * Intervention student grades * D and F rates	All Students	AVID Coordinator Teachers College Tutors Tutor Monitors Assistant Principals		\$108,027



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>1C Provide parent trainings/workshops to focus on supporting their child's academic achievement, social emotional and navigating the educational system.</p> <ul style="list-style-type: none"> <li>* Certificate hourly</li> <li>* Classified hourly</li> <li>* Workshops/Conference fees and travel</li> <li>* Child care</li> <li>* Consultant fees and materials</li> <li>* Supplemental Supplies</li> <li>* Printing costs to create flyers, student planners and other means to communicate with home</li> <li>* Computers for parents to use</li> <li>* College visits to include transportation costs</li> </ul>	<ul style="list-style-type: none"> <li>* Parent Surveys</li> <li>* Sign-in Sheets</li> </ul>	Students of Participating Parents	Principal School Outreach Liaison	\$10,698.85	
<p>1D Provide social-emotional and behavioral counseling supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> <li>* CSSPs salaries and benefits, sub and/or hourly</li> <li>* Certificated hourly</li> <li>* Consultant agreement</li> <li>* SEL support and materials</li> <li>* Professional books and resources</li> </ul>	<ul style="list-style-type: none"> <li>* Student Sign-in Sheets</li> </ul>	Tier 2 and 3 students	Assistant Principal Counselors/CSSPs Teachers	\$184,000	

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
* Furniture for flexible seating					
<b>Total Estimated Cost for This Goal:</b>				202,698.85	108,027

## 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 an achievement in ELA and mathematics through the use of academic vocabulary development specific to content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-62.8	>= -47.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-160.9	>= -145.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	0.03	>=0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.47	>=0
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -19.8 10th: -21.4 11th: -20.0 12th: -17.8	9th: -19.3 10th: -20.9 11th: -19.5 12th: -17.3
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -23.8 10th: -25.2 11th: -24.0 12th: -22.3	9th: -23.3 10th: -24.7 11th: -23.5 12th: -21.8

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>ELPAC, ELPI and MAPS data indicates the need for ELs to develop the use of academic vocabulary and reading comprehension in the content areas.</li> <li>MAP data indicate the need to increase progress monitoring for Reclassified students, to ensure ongoing academic progress.</li> </ul>
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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 Monitor English Learners' and Reclassified students' academic progress to identify, and inform interventions as needed.</p> <ul style="list-style-type: none"> <li>* Certificated Hourly</li> <li>* Software to assess</li> </ul>	<ul style="list-style-type: none"> <li>* Student log</li> <li>* Number of Student/Parent meetings</li> <li>* D and F rates</li> <li>* AVANT assessments</li> </ul>	English Learners Reclassified Students	Assistant Principal Teachers	\$8,000.00	
<p>1a2 Provide professional development and coaching to develop academic language and writing skills across the curriculum.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Workshop/Conferences fees and travel expenses</li> <li>* Professional books and resources</li> </ul>	<ul style="list-style-type: none"> <li>* Sign in Sheets</li> <li>* Staff Survey</li> <li>* Classroom walk-through data</li> <li>* Pre and Post Assessments</li> </ul>	English Learners Reclassified Students	Assistant Principal District Support Staff	\$1,000.00	
<p>1a3 Provide targeted bilingual tutoring to develop academic vocabulary and support academic progress across content areas.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Instructional supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>* Sign in Sheets</li> <li>* Pre and Post Assessments</li> <li>* D and F rates</li> </ul>	English Learners with emphasis on ELPAC level 1s and 2s	Assistant Principal Certificated Overseeing the tutoring Classified Delivering the tutoring	\$1,278.15	
<b>Total Estimated Cost for This Goal:</b>				10,278.15	

## 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 the use of their productive language by developing their academic language and writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.6%	>= 50.6%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>ELPAC data indicates need to focus on academic language and writing skills for EL students.</li> </ul>
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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 professional development on integration of language tasks into designated ELD instruction for improving EL's productive and receptive language.  * Certificated hourly * Substitute coverage * Workshops and Conference, fees, travel expenses * Professional books and resources	* Classroom walk-through data * Lesson Plans * Formative Assessments	ELs with an emphasis at the emerging level (ELPI level 1 and 2L)	Assistant Principal District Support Staff Teachers	\$1,000.00	
<b>Total Estimated Cost for This Goal:</b>				1,000	



**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)	95.2%	>=95.7%
2020-2021 DataQuest Graduation Rate (EL) (4 Year Cohort)	81.0%	>=81.5%
2019-2020 % of Students "Prepared" for College and Career (ALL)	69.3%	>=73.3%
2019-2020 % of Students "Prepared" for College and Career (EL)	41.8%	>=45.8%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	43%	>=47%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	55%	>=59%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	77.9%	>=82.9%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	49.4%	>=54.4%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	62.0%	>= 65.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	13.9%	>=16.9%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	23.8%	>= 26.8%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	2.9%	>=5.9%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>DataQuest data indicates the need to increase the graduation rate for our EL level 1s and 2s students.</li> <li>Panorama Student Survey data indicates students need to develop a growth mindset, personal responsibility, and self advocacy skills to support a college and career readiness culture.</li> </ul>
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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 Support a college and career culture by developing growth mindset, personal responsibility, and self advocacy skills.  * Character Strong curriculum * College Application/FAFSA/College Acceptance events, t-shirts, banners, and other items to support events * Supplemental materials	* Student Surveys	All Students	Assistant Principal Teachers	0	0
<b>Total Estimated Cost for This Goal:</b>				0	0



**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>1E. Provide extended learning opportunities and enrichment to build student's skill in STEAM, social/behavioral and/or post-secondary options</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Substitute coverage</li> <li>* Instructional materials and supplies</li> <li>* Field trips to include transportation, entrance fees, and other related costs</li> <li>* Printing costs</li> </ul>	All students	\$100,000	Assistant Principal Teachers
<p>1B Provide small group differentiated instruction to reinforce learning and complete assignments.</p> <ul style="list-style-type: none"> <li>* Classified hourly</li> <li>* Instructional materials and supplies</li> <li>* Flexible seating</li> <li>* Printing costs</li> </ul>	All Students	\$100,000	Assistant Principal Content Core Teachers
<p>1F. Provide hands on learning activities and resources to increase student's skills in reading comprehension, problem solving and critical thinking.</p> <ul style="list-style-type: none"> <li>* High interest books, magazines for classroom and library</li> <li>* Hands-on STEAM activities/kits</li> <li>* 3-D printers, related software and materials.</li> </ul>	All Students	\$200,000	Assistant Principal Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> <li>* Coding software, hardware and related devices</li> <li>* Instructional Supplies, manipulatives</li> <li>* Organizational supplies, flexible seating</li> <li>* High end computers for STEAM</li> <li>* IXL (instructional software)</li> <li>* Certificate hourly</li> <li>* Classified hourly</li> <li>* Organizational supplies</li> <li>* Field trips (virtual and in-person), transportation, fees, and other travel expenses</li> <li>* Reading materials, books, magazines and subscriptions to online literary materials for classrooms and library</li> <li>* Instructional Supplies, materials, manipulatives, calculators</li> <li>* Equipment such as higher level microscopes, science models, anatamage dissection table, calculators, computers, document cameras, printers, projectors, tvs, headsets, speakers, and other equipment, in addition installation costs, to enhance student learning</li> </ul>			
<p>1G Provide professional development for staff to increase technology skills, SEL, AVID, AP and learn effective research-based strategies to support student academic achievement and utilize 21st century skills.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Workshops and Conferences, and travel</li> <li>* Consultant Fees, travel expenses and materials</li> <li>* Substitute Coverage</li> <li>* Instructional Supplies</li> <li>* Professional reading/books</li> <li>* Consultant fees</li> </ul>	All Students	\$100,000	Principal Assistant Principals Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A Provide academic assistance and/or tutoring outside the school day to assist students with learning the material, correctly completing their assignments or projects to reinforce the learning of the content areas.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Instructional Supplies</li> </ul>	All Students	\$100,000	Assistant Principal Teachers
<p>1D Provide social-emotional and behavioral counseling supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> <li>* Counselor salary and benefits, sub and/or hourly</li> <li>* Consultant agreement</li> <li>* Books, materials to support counseling sessions</li> <li>* Furniture for flexible seating</li> </ul>	Students who need social emotional support	\$150,000	Assistant Principal Counselors
<p>3a Support a college and career culture by developing growth mindset, personal responsibility, and self-advocacy skills.</p> <ul style="list-style-type: none"> <li>* Character Strong curriculum</li> <li>* Printing costs</li> <li>* Supplies such as t-shirts, pennants and other items to support College Application, FAFSA and College Acceptance events</li> <li>* Workshops/Conferences and travel expenses</li> <li>* Certificated hourly</li> <li>* Substitute coverage</li> <li>* College fieldtrip expenses to include transportation and sub costs</li> <li>* Supplemental materials</li> </ul>	All Students	\$100,000	Assistant Principal Teachers
<p>1H Provide teachers with professional development on PLC implementation and additional PLC time to address the 4 key questions, 1. What do we want students to learn?</p>	All Students	\$100,000	Assistant Principal Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>2. How will we know they learned it?  3. What will we do if they don't/didn't learn it?  4. What will we do if they did learn it?</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Conference and travel</li> <li>* Substitute Coverage</li> <li>* Consultant fees, travel expenses and materials</li> <li>* Instructional materials and books</li> </ul>			
<p>1J Provide and support a (AVID) program that will assist students to meet the challenging college requirements and gain entry into 4 year universities.</p> <ul style="list-style-type: none"> <li>* Workshops/Conferences and travel expenses</li> <li>* Hotel and other expenses</li> <li>* Instructional supplies and materials</li> <li>* Substitute coverage</li> <li>* Field trip (virtual and in-person) fees, lodging, transportation</li> </ul>	AVID Students	\$50,000	Assistant Principal Teachers
<p>1K Promote school connectedness by recognizing student achievements and providing PBIS.</p> <ul style="list-style-type: none"> <li>* Incentive items such as t-shirts, sweatshirts, hats, and other school memorabilia</li> <li>* Award certificates, medals, posters, paper, paints, printing costs</li> <li>* Scanners, software, equipment to award tickets electronically</li> <li>* Incentive items and supplies</li> <li>* Fieldtrips, entrance fees, and other travel expenses</li> <li>* Workshops and Conference fees, transportation and other travel expenses</li> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Substitute coverage</li> </ul>	All Students	\$100,000	Principal Assistant Principal Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
* Consultant fees			
<p>1C Provide parent trainings/workshops to focus on supporting their child's academic achievement, social emotional and navigating the educational system.</p> <ul style="list-style-type: none"> <li>* Workshops/Conference fees and travel expenses</li> <li>* Child care</li> <li>* Consultant/Contracted fees, services and materials</li> <li>* Supplemental Supplies</li> <li>* Printing costs to create flyers, student planners to communicate with home</li> <li>* Computers for parents to use</li> <li>* College visits to include transportation costs</li> </ul>	All Students	\$50,000	Principal Assistant Principal School Outreach Liaison
<p>1a1 Monitor English Learners' and Reclassified students' academic progress to identify, and inform interventions as needed.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Substitute coverage</li> <li>* Software</li> </ul>	All EL Students	\$50,000	Principal Assistant Principal Teachers
<p>1M Provide leadership training to students and staff to promote positive school climate and culture.</p> <ul style="list-style-type: none"> <li>* Certificate hourly</li> <li>* Classified hourly</li> <li>* Substitute coverage</li> <li>* Workshops/Conference fees and travel expenses</li> <li>* Consultant fees and materials</li> <li>* Supplemental and organizational materials</li> </ul>	All Students	\$50,000	Principal Assistant Principal Teachers



**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.	213,977
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).	9,408
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)	108,027
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		322,004
<b>Total amount of state funds spent (SUPC)</b>		108,027
<b>Total amount of federal funds spent (Title I)</b>		213,977
<b>Total amount of state and federal funds spent</b>		322,004
<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
Ofelia T. Hinojosa	Principal	Not-Applicable	Not-Applicable	1
Gavin Alexander	Classroom Teacher	2 Years	May 2023	1
Erin Long	Classroom Teacher	2 Years	May 2023	1
Ronaldo Bandoy	Classroom Teacher	2 Years	May 2022	1
Hassan Yahya	Classroom Teacher	2 Years	May 2022	1
Nancy Martinez	Other Staff Member (Specify): School Outreach Liaison	2 Years	May 2022	1
Lida Magallon	Parent	2 Years	May 2023	1
Vicky Castellon	Parent	2 Years	May 2023	1
Diana Rodriguez	Parent	2 Years	May 2022	1
Emily Romero	Student	2 Years	May 2022	1
Miranda Ordonez	Student	2 Years	May 2023	1
Cindy Garcia	Student	2 Years	May 2023	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 5-11-22.

Attested:

Principal, Ofelia Hinojosa on 5-11-22

SSC Chairperson, Erin Long on 5-11-22

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

Name of School: Fontana 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 *Diana Gutierrez*  
Diana Gutierrez (May 12, 2022 08:48 PDT)  
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:

<u>Ofelia T. Hinojosa</u> Typed name of School Principal	<u><i>Ofelia T. Hinojosa</i></u> Signature of School Principal	<u>May 11, 2022</u> Date
<u>Erin Long</u> Typed name of SSC Chairperson	<u><i>Erin Long</i></u> <small>Erin Long (May 12, 2022 08:53 PDT)</small> Electronic Signature of SSC Chairperson	<u>May 11, 2022</u> Date












# SSC May Minutes Template

Final Audit Report

2022-05-12

Created:	2022-05-11
By:	Erika Aleman (AlemEJ@fUSD.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAf6_QUxL1I6xVnek_tnKorQ_oTRpLVz_1

## "SSC May Minutes Template" History

-  Document created by Erika Aleman (AlemEJ@fUSD.net)  
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-  Document emailed to Diana Gutierrez (gutidc@fUSD.net) for signature  
2022-05-11 - 10:16:49 PM GMT
-  Email viewed by Diana Gutierrez (gutidc@fUSD.net)  
2022-05-12 - 3:47:33 PM GMT
-  Document e-signed by Diana Gutierrez (gutidc@fUSD.net)  
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-  Document emailed to Erin Long (longej@fUSD.net) for signature  
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-  Document emailed to Ofelia Hinojosa (ofelia.hinojosa@fUSD.net) for signature  
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-  Email viewed by Ofelia Hinojosa (ofelia.hinojosa@fUSD.net)  
2022-05-12 - 3:54:43 PM GMT
-  Document e-signed by Ofelia Hinojosa (ofelia.hinojosa@fUSD.net)  
Signature Date: 2022-05-12 - 3:55:07 PM GMT - Time Source: server
-  Agreement completed.  
2022-05-12 - 3:55:07 PM GMT



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

**February 11, 2022**

Lisa Rivero  
Fontana USD  
9680 Citrus Avenue, Bldg. 1  
Fontana, CA 92335

Dear Ms. Rivero, Title I, Part A Administrator:

Please accept this letter as your evidence of the California Department of Education's **approval** pursuant to federal regulations 2 CFR 200.313 (Cost Principles for Equipment and other capital expenditures), of the **Fontana USD's** request to expend **\$83,865.38** of allocated **Title I, Part A funds (FY 2021-22)** to purchase an **Anatomage Table to be located at Fontana High School**.

You are reminded that as mandated by Section 35168 of the California *Education Code*, equipment with a market value of \$500 or more. Additionally, all equipment items must be added to the local educational agency's equipment inventory record which must include nine areas of information for each equipment item: a description of the equipment; a serial or other identification number; the source of the funds used to purchase the equipment; the acquisition date; the acquisition cost; the equipment's physical location; the equipment's use, including a current use justification statement if the equipment is being used for a purpose other than that for which was originally purchased; any permanent transfer, replacement, or disposition information; and the equipment item's current condition. At least once every two years, a physical inventory must be taken, and the results reconciled with the equipment inventory to verify the current utilization and continued need for the equipment.

If you have further questions regarding this subject, please contact Dr. Sherry D. Davis, Education Programs Consultant, Title I, Part D Programs in the Student Achievement and Support Division, Title I Policy, Program and Support Office by phone at 916-445-4904 or by email at [sdavis@cde.ca.gov](mailto:sdavis@cde.ca.gov).

Sincerely,

A handwritten signature in blue ink that reads "Sherry D. Davis, Ed.D." with a stylized flourish at the end.

Sherry D. Davis, Ed.D.  
Education Programs Consultant  
California Department of Education  
1430 N Street, Title I Office Suite 6208 - Sacramento, CA. 95814