

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

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| School Name and School Code | Fontana High School 36 67710 3633302 | | SSC Approval Date: May 12, 2021; Revised 9/29/21 |
| School Address | 9453 Citrus Avenue, Fontana, CA 92335 | | Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21 |
| | | | Addendum |
| 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 | | | |

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. | | |
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| 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) | 0.02 | >=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) | -0.53 | >=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 |

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| Identified Need(s): | <ul style="list-style-type: none"> MAP data indicates incoming 9th graders need to develop number sense in order to build strong foundation for mathematical understanding. CAASSP ELA data indicates students need to build literacy in reading and writing. CAASPP math data indicates students need to explain and apply mathematical concepts and mathematical procedures. Student Survey indicates a need for Tier 2 and Tier 3 SEL support. |
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| | <ul style="list-style-type: none"> • Pandemic research for teachers to participate in Social Emotional Learning PD. • Teacher and parent feedback indicates students need access to academic support outside the regular school day to accurately complete assignments and reinforce learning. • Parent surveys indicates a need for increased 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. |
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| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 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. * Teacher Additional Hourly * Classified Additional Hourly * Tutor monitors * Instructional Supplies | * Number of students served * Student Surveys | All Students | Certificated Staff Classified Staff Assistant Principal | \$15,000.00 | |
| 1B Provide small group differentiated instruction to reinforce the learning and complete assignments during the instructional day. * College Tutors hourly * Tutor Monitors hourly (Bilingual) * Instructional Supplies * Flexible seating | * AVID grades * Intervention student grades | AVID Students Students in intervention and EL classes | AVID Coordinator AVID Teachers College Tutors Tutor Monitors Assistant Principals | \$120,000.00 | |

| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 Estimated Cost | |
|---|---|------------------------|---|------------------------|-------------|
| | | | | Title 1 | SUPC |
| <p>1C Provide extended learning opportunities for incoming At-Promise 9th graders to build student's skills in literacy, math, and social/behavioral. (Summer Bridge)</p> <ul style="list-style-type: none"> * Certificated hourly * Classified hourly * Instructional Supplies * Field trip (virtual and in-person) fees, transportation, etc. | <ul style="list-style-type: none"> * Summer Bridge Completion Numbers * Student's first semester English and math grades * Student Surveys | 120 Incoming Freshman | Assistant Principal Summer Bridge Teachers | \$52,000.00 | |
| <p>1D Provide professional development on the use of instructional digital tools, SEL, AVID, PLC, and academic instruction.</p> <ul style="list-style-type: none"> * Certificated hourly * Classified hourly * Conference and Travel * Consultant Fees, travel expenses and materials * Substitute Coverage * Instructional Supplies, books | <ul style="list-style-type: none"> * Staff PD Surveys * Classroom visits | All students | TOAs Department Chairs Teachers | \$26,339.00 | |
| <p>1E. **Revised Action 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"> * High interest books, magazines * Hands-on STEAM activities/kits | <ul style="list-style-type: none"> * Picked up or Participation Sign-in Sheets * Student Reflection Assignment | Participation Students | Teachers Librarian/Librarian Clerk | \$82,015.00 | \$24,962.00 |

| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 Estimated Cost | |
|--|--|-----------------------------------|--------------------------------------|------------------------|------|
| | | | | Title 1 | SUPC |
| <ul style="list-style-type: none"> * 3-D printers, related software and materials. * Coding software, hardware and related devices ** Instructional Supplies, manipulatives, calculators * Flexible seating * High end computers for STEAM * Teacher hourly ** Reading materials, books, magazines and subscriptions to online literary materials ** Equipment such as higher level microscopes, science models, and other equipment to enhance science labs | | | | | |
| <p>1F Provide parent trainings to focus on supporting their child's academic achievement, social emotional and navigating the educational system.</p> <ul style="list-style-type: none"> * Workshops/Conference and travel * Consultant fees and materials * Supplemental Supplies * Laptops | <ul style="list-style-type: none"> * Parent Surveys * Sign-in Sheets | Students of Participating Parents | Principal School Outreach Liaison | \$8,571.00 | |
| 1G Revised Action | | Tier 2 and 3 students | Assistant Principal Counselors/CSSPs | \$160,000.00 | |

| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 Estimated Cost | |
|---|---|---------------------|---|------------------------|-------------|
| | | | | Title 1 | SUPC |
| <p>Provide social-emotional and behavioral counseling supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> * Counselor salaries and benefits, sub and/or hourly * Consultant agreement * Books, materials to support counseling sessions * Furniture for flexible seating | <ul style="list-style-type: none"> * Student Sign-in Sheets | | | | |
| <p>1H 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"> * Workshops/Conferences and travel expenses * Hotel and other expenses * Instructional supplies and materials * Substitute coverage | <ul style="list-style-type: none"> * Student Sign-in Sheets * Student Reflection Assignment * Staff PD Surveys * Classroom visits | AVID Students | AVID Coordinator AVID Teachers Assistant Principals | | \$25,000.00 |
| <p>1I Provide Social-Emotional support for students to increase academic achievement</p> <ul style="list-style-type: none"> * Equip Wellness room with furniture and accessories * Equip Wellness garden with furniture, plants, and accessories | <ul style="list-style-type: none"> * Student Sign-in Sheets | 300 students | Assistant Principal Counselors | | \$20,000.00 |

| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 Estimated Cost | |
|--|---|---------------------|---------------------------------|------------------------|-------------|
| | | | | Title 1 | SUPC |
| * Instructional materials, books, | | | | | |
| 1J **Revised Action **Promote school connectedness by recognizing student achievements and providing PBIS. ** T-shirts, sweatshirts, hats, and other school memorabilia * Award certificates, medals, * Incentive items and supplies * Fieldtrips, entrance fees, transportation * Consultant fees | * List of Students receiving awards * Student Sign-in Sheets | 2500 students | Assistant Principal | | \$44,848.00 |
| 1K Provide teachers additional PLC time to address the 4 key questions. 1. What do we want students to learn? 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? (Dufour) * Additional Certificated hourly * Instructional materials and books | * PLC minutes and agenda | All Students | Assistant Principal Teachers | \$10,000 | |
| Total Estimated Cost for This Goal: | | | | 473,925 | 114,810 |

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. | | |
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| 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) | 0.10 | >=0 |
| MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.34 | >=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 |

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| Identified Need(s): | <ul style="list-style-type: none"> ELPAC and ELPI data indicates the need for ELs to develop the use of academic vocabulary in the content areas. ELPAC, Smarter Balanced and MAPS data indicates the need for academic vocabulary development to develop reading skills throughout content areas. Smarter Balanced and Map data indicate the need to increase progress monitoring for Reclassified students, to ensure ongoing academic progress. |
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| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 Estimated Cost | |
|--|---|---|---|------------------------|------|
| | | | | Title 1 | SUPC |
| 1a1 Monitor English Learners' and Reclassified students' academic progress to identify, and inform interventions as needed. * Teacher Hourly | * Student log * Number of Student/Parent meetings | English Learners (536 students) Reclassified Students (1300) | Assistant Principal Teachers | \$8,000.00 | |
| 1a2 Provide professional development and coaching to develop academic language and writing skills across the curriculum. * Teacher hourly * Classified hourly * Instructional Supplies | * Sign in Sheets * Staff Survey * Classroom walk-through data | English Learners (536 students) Reclassified Students (1300) | Assistant Principal EL TOA | \$4,000.00 | |
| 1a3 Provide targeted bilingual tutoring to develop academic vocabulary and support academic progress across content areas. * Certificated hourly * Classified hourly * College/Tutor monitors | * Sign in Sheets * Pre and Post Assessments | English Learners with emphasis on ELPAC level 1s and 2s | Assistant Principal Certificated Overseeing the tutoring Classified Delivering the tutoring | \$10,000.00 | |
| Total Estimated Cost for This Goal: | | | | 22,000 | |

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. | | |
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| 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% |

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| Identified Need(s): | <ul style="list-style-type: none"> ELPAC data indicates need to focus on academic language and writing skills for EL students. |
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| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 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. * Teacher hourly * Substitute coverage * Conference and travel, workshops, etc. * Instructional Supplies | * Classroom walk-through data * Lesson Plans | ELs with an emphasis at the emerging level (ELPI level 1 and 2L) | Assistant Principal EL TOA Teachers | \$5,000 | |
| Total Estimated Cost for This Goal: | | | | 5,000 | |

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 |
|---|------------------|--------------------------|
| 2019-2020 DataQuest Graduation Rate (ALL) | 97.6% | >=98.1% |
| 2019-2020 DataQuest Graduation Rate (EL) | 92.6% | >=93.1% |
| 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% |
| 2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL) | 67% | >=71% |
| 2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL) | 77% | >=81% |
| 2019-2020 DataQuest A-G Completion Rate (ALL) | 67.7% | >=72.7% |
| 2019-2020 DataQuest A-G Completion Rate (EL) | 38.4% | >=43.4% |
| 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% |

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| Identified Need(s): | <ul style="list-style-type: none"> DataQuest data indicates the need to increase the graduation rate for our EL level 1s and 2s students. 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. |
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| 2021-22 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2021-22 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 * Supplemental materials | * Student Surveys | All Students | Assistant Principal Teachers | | |
| 3b Provide additional teacher hourly to monitor English Learners' and Reclassified students' academic progress to identify, and inform interventions as needed. Refer to Goal 1aa | | | | | |
| Total Estimated Cost for This Goal: | | | | | |

Programs Included in this Plan

| Federal Programs | | Allocation |
|---|---|-------------------|
| X | Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. | \$350,561 |
| X | Title I, Part A: Carryover | \$150,364 |
| X | Title I, Part A: Parent and Family Engagement 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). | \$8,571 |
| X | Supplemental Concentration (SUPC) Allocation 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) | \$109,848 |
| X | SUPC Carryover | \$4,962 |
| Total amount of state and federal funds allocated to this school | | 615,735 |
| Total amount of state funds spent (SUPC) | | 114,810 |
| Total amount of federal funds spent (Title I) | | 500,925 |
| Total amount of state and federal funds spent | | 615,735 |
| Balance | | 0 |