

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18 2018-19 2019-20

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| School Name and School Code | Fontana High School 36-67710-3633302 | | SSC Approval Date: October 29, 2018 |
| School Address | 9453 Citrus Avenue Fontana, CA 92335 | | Local Governing Board Approval Date: January 16, 2019 |
| Name of Principal | Ofelia Hinojosa | Phone # and Email | <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5500 Ofelia.hinojosa@fUSD.net |
| Name of SSC Chairperson | Stephanie Ruiz (Student) | Phone # and Email | 909-357-5500 |
| SCHOOLWIDE PROGRAM (SWP) | | TARGETED ASSISTANCE PROGRAM (TAS) | SCHOOL IMPROVEMENT |
| <input checked="" type="checkbox"/> SWP | | <input type="checkbox"/> Targeted Assistance Program (TAS) | <input type="checkbox"/> Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> SWP Consolidates Applicable Federal Funds | | | <input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) |

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 Mummers. 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.

Two foundations to support Fontana programs and Fontana schools have recently been formed: the Foundation for Hope and the Fontana Schools Foundation. Recently a partnership between the Fontana Foundation of Hope and the FUSD high schools was designed to provide support for entrance fees and experiences above and beyond the normal school setting. Monies have been allocated to each site to offset college application fees for students that are not able to afford them and did not qualify for fee waivers.

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 for scholarships for our graduating seniors as they head into post-secondary opportunities. Rotary, Kiwanis, local Veterans units, and many businesses and long standing FOHI families add to this foundation of support. Many of our CTE programs are also supported by community partners who offer internship, externship, or clinical hours to our students. For example, our C.N.A. Nursing students perform their clinical hours at Loma Linda and Citrus Nursing Center. Not only do these partnerships support the school, but many end up hiring our students after graduation into well-paying jobs.

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| | <p>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.</p> |
| <p>SPSA HIGHLIGHTS (bullet points)</p> | <ul style="list-style-type: none"> • Homework Support for all Students • Summer Bridge 9th grade Program • Professional Development; Math Consultant –Jen Moffett, Avid, Special Education, Social/Emotional/Behavior • PLC time for teachers to collaborate for lesson planning and examine best practices, creating assessments, calibration, analyzing data, etc. • Link Crew Program • Peer Leading Program • Guidance Intervention Program (GIP) • School Wide Positive Behavioral Intervention Systems (SWPBIS) / Renaissance • Parent Involvement |
| <p>INCREASED OR IMPROVED SERVICES (bullet points)</p> | <ul style="list-style-type: none"> • Summer Bridge 9th grade Program will increase with even more sections to serve more of our incoming at-risk students in the areas of attendance, academics and social/ emotional/behavioral. • Professional development: Math consultant Jen Moffett will continue, continue with PLC, continue with Avid strategies school wide, college/career conferences for staff to provide updated information to assist our students in their post-secondary options, social/emotional/behavioral conferences to support in the following programs - Link Crew, Peer leading, GIP, SWPBIS, Renaissance, etc. • Homework Support will increase the number of college tutors, teachers and bilingual aides providing services to all students. • Renaissance program components will be added along with our SWPBIS program. • Increase technology for parents |
| <p>MOONSHOT</p> | <ul style="list-style-type: none"> • Strengthen the CTE programs and add an additional biotech/biomed component • Prepare all students for post-secondary options to be college and/or career ready • Increase the number of college courses offered at the site so one day, students will earn at least 10 college credits with their high school diploma! |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 1: Increase Proficiency and Strategic Thinking | | |
|--|---------------------------|-------------------------|
| High School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards | 17.8 | 15.9 = 2019 Site DFS |
| SBAC Math for Grades 11: Change in average scaled score points from Meets Standards | -74 | -84.1 = 2019 Site DFS |
| Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking. | 20% | 24% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|----------|--|--|
| | Title 1 | SUPC | | |
| 1A Extended Learning Opportunities <ul style="list-style-type: none"> • Homework assistance • Saturday Enrichment • Intervention (additional college tutors) • Instructional Materials, supplies, etc. • Printing | \$74,000 | \$3,000 | <ul style="list-style-type: none"> • Students who attended and completed the sessions had an average of over 85% passing on (pre/post) assessments • Students reported the homework assistance was helpful | Continue (See Minutes for discussion) |
| 1B Summer Bridge 9 th Grade <ul style="list-style-type: none"> • Teacher Hourly • College tutors • Bilingual aides • Instructional Materials, Supplies, etc. • Fieldtrips | \$70,000 | | <ul style="list-style-type: none"> • Over 90% of the students that completed the program received the 10 credits • The D/F ratio comparison between 2018-19 semester grades and first semester 2019-20 grades suggests a decrease in D's and F's; final data available in January 2020 | Continue (See Minutes for discussion) |
| 1D Implement small group differentiated instruction with blended learning <ul style="list-style-type: none"> • Instructional materials • Technology <ul style="list-style-type: none"> ○ Laptops | \$70,398 | \$48,269 | <ul style="list-style-type: none"> • Walk thru Classroom Observations show out over 60% of the teachers were using technology and differentiated instruction. | Continue |

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| <ul style="list-style-type: none"> ○ Software ○ Document Cameras ○ Projectors ○ TV Monitors | | | | |
| <p>1E Educational Fieldtrips</p> <ul style="list-style-type: none"> ● Transportation ● Entrance Fees ● Subs | \$20,000 | \$3,000 | <ul style="list-style-type: none"> ● Each fieldtrip has its own lesson and assessment, over 70% of the students passed them. | Continue/Modify (Continue with money in SUPC) |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 3: Increase Graduation and College & Career Readiness | | |
|--|----------------------------------|--------------------------------|
| High School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Naviance (# Visits) | | |
| Graduation Rate | 95.0% | 94.6% |
| a-g Requirements Completion Rate with a grade of C- or better | 51.0% | 58.2% |
| AP/IB pass Rate (score of 3 or higher) | 48.0% | 49.0% |
| % of Students enrolled in AP/IB Program | 26.0% | 20.0% |
| # of students completing college credit courses with a C- or better | | 13.0% |
| CTE Pathway Completion Rate | 33.0% | 8.0% |
| ROTC Completion Rate | N/A | 5.0% |
| Number of students attaining the District and/or State Seal of Biliteracy | 112 | 126 |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|---|-------------------------------|-------------|--|--|
| | Title 1 | SUPC | | |
| 3A Professional Development <ul style="list-style-type: none"> • Workshops, conferences, etc. • Supplies, materials to implement/support program needs from workshops/conferences such as books, banners, pennants, posters, etc. | \$3,000 | \$2,000 | <ul style="list-style-type: none"> • Walk thru Classroom observations show a 20% increase of DOK levels from last year • AVID coordinator reported new teachers trained on AVID strategies showed 80% are using the AVID strategies • Increase number of students applying to 4-year (over 2000 applications), 2-year colleges and financial aid applications from over 80%. • College Application Day, seniors submitted over 2000 college applications | Continue/Modify (Continue with some from Title 1 and partial out of SUPC in goal 4) |

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| | | | <ul style="list-style-type: none">• FAFSA/Dream Act over 80% of seniors applied | |
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2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
|--|---------------------------|-------------------------|
| Certificated Professional Development Rating | Proficient | Proficient |
| Instructional Leadership Team Rating | Developing | Developing |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|----------|---|--|
| | Title 1 | SUPC | | |
| 4A Professional Development <ul style="list-style-type: none"> • Math Consultant • Travel/Conferences • Subs • Books, supplies, etc. | \$40,000 | | <ul style="list-style-type: none"> • Walk thru Classroom observations show a 20% increase of DOK levels from last year • Walk thru Classroom observations show the teachers are utilizing the math strategies they learned from the math consultant | Continue/Modify (Continue but split between Title 1 and SUPC) |
| 4B Professional Learning Communities (PLC) <ul style="list-style-type: none"> • Consultant • Subs • Additional hourly • Instructional supplies • General supplies | \$26,500 | | <ul style="list-style-type: none"> • Walk thru Classroom observations show a 20% increase of DOK levels from last year • Walk thru Classroom observations show PLCs are using the same assessments, meeting to analyze data and adjust lessons as necessary | Continue |
| 4C Avid Professional Development for demonstration status <ul style="list-style-type: none"> • Teacher Hourly • Registration/Fees/Travel • Subs • College Fieldtrip | | \$25,000 | <ul style="list-style-type: none"> • Walk thru Classroom observations show a 20% increase of DOK levels from last year • AVID coordinator reported new teachers trained on AVID strategies showed 80% are using the AVID strategies in their classrooms | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates | | | |
|---|---------------|---------------------------|-------------------------|
| Metrics/Indicators | | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Dropout rate | | .2 | Not Yet |
| Suspension rate: | SW | 2.5% | 3.4% |
| | FY (homeless) | - | 8.0% |
| | Hisp | 2.3% | 3.3% |
| | ELL | 4.1% | 4.1% |
| | AA | 4.6% | 9.2% |
| | Sped | 3.6% | 4.7% |
| Expulsion rate | | 0.1% | 0.3% |
| Attendance Rate | | 96.63% | 95.83% |
| Chronic Absenteeism Rate | | 9.87% | 12.7% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|------|--|--|
| | Title 1 | SUPC | | |
| 5A Link Crew <ul style="list-style-type: none"> • Additional Hourly • Subs • Staff and student trainings • Supplies such as books, paints, banners, t-shirts, etc. | \$10,000 | | <ul style="list-style-type: none"> • The D/F ratio comparison between 2018-19 semester grades and first semester 2019-2020 suggests a decrease in D's and F's; final data available in January 2020 | Continue/Modify (Continue to fully support under a different funding source) |

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| <p>5B Peer Leaders</p> <ul style="list-style-type: none"> • Additional Hourly • Subs • Staff and student trainings • Supplies such as books, paints, banners, t-shirts, Red Ribbon month topics like drugs, alcohol, etc. | <p>\$5,000</p> | | <ul style="list-style-type: none"> • Over 80 students attended Synergy Day • Over 100 students met with Peer Leaders to discuss social, emotional and behavioral issues. | <p>Continue/Modify (Continue to fully support under a different funding source)</p> |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 6: Strengthen Family and Community Engagement | | |
|---|---------------------------|-----------------------------|
| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets | 12 | 13 |
| Parent Engagement and Local Climate Survey | 196 surveys completed | 225 surveys completed = 25% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|------|--|--|
| | Title 1 | SUPC | | |
| 6A Parent Communication <ul style="list-style-type: none"> • Student Planners | \$15,000 | | <ul style="list-style-type: none"> • Usage of student planners • 80% of Parents surveyed said they liked the planners for communication between school and home | Continue/Modify (Continue to fully support under SUPC) |
| 6B Parent Involvement <ul style="list-style-type: none"> • Additional hours • General Supplies • Fieldtrips • Technology | \$2,500 | | <ul style="list-style-type: none"> • Over 300 Parents attended parent meetings/workshops, such as Advanced placement, English Learners information, a-g, FAFSA, health/nutrition, vaping, English classes, computer classes, testing, suicide, social/emotional, etc. | Continue/Modify (Continue but eliminate the refreshments) |
| 6C Parent Development <ul style="list-style-type: none"> • Workshops • Conferences • Fees • Educational materials, etc. | \$1,500 | | <ul style="list-style-type: none"> • 3 parents attended CAFE and parent lead trainer workshops. They reported back to our parent groups and trained them on what they learned. • Over 300 Parents attended parent meetings lead by some of our parents. | Continue (See Minutes for discussion) |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 7: Promote Healthy Environments | | |
|--|----------------------------------|--------------------------------|
| School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test | | No Data |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|-------------------------------|-------------|--|--|
| | Title 1 | SUPC | | |
| 7A Guidance Intervention Program (GIP) <ul style="list-style-type: none"> • Teacher/Counselor Hourly • Conferences, workshops, etc. • Materials and supplies such as books, banners, posters, etc. • Technology such as projector, screen, etc. | \$20,000 | | <ul style="list-style-type: none"> • Over 50 students were being served • Reduction numbers in Repeat Offenders, only 2 were repeat offenders and only 1 student did not complete the program | Continue/Modify (Continue to fully support but under a different funding source) |
| 7B School wide Positive Behavioral Intervention System (SWPBIS)/Renaissance <ul style="list-style-type: none"> • Certificate paper, banners, posters, ids, trophies, helium, balloons, butcher paper, camera, music system, etc. • Awards such as t-shirts, bracelets, pencils, jumper rentals, etc. | | \$25,000 | <ul style="list-style-type: none"> • Quarterly suspension rate was under 3% • Quarterly attendance rate was over 95% • TFI results show we improved and recently received the Gold PBIS standard. | Continue/Modify (Continue to fully support but under a different funding source) |

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

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| <p>Describe how the evaluation was conducted:</p> | <p>The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance indicators and adequate yearly progress growth targets. As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting the district goals and state standards.</p> |
| <p>Describe the conclusions drawn from the overall results:</p> | <p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>Goal 3</p> <ul style="list-style-type: none"> • Naviance visits total 1155. Counselors plan ahead and calendar their visits into the classroom to help students with the Naviance lessons. • Graduation rate is 94.6% and met (must be equal to or greater than 92.1%). Admin and counselors closely monitor students' grades and call them (and parents) to discuss support to assist students in passing their classes and the importance of a high school diploma. • A-G requirement rate is 58.2% and was met (must be equal to or greater than 48% and increase of 5% from previous year, expected to be 51%). Admin and counselors closely monitor students' grades and work with them to ensure they are passing their classes and if necessary sign them up for additional opportunities to take additional classes in summer school, before/after school, and/or APEX. • District and State Seal of Biliteracy has increased from last year of 112 to 126 students. Admin, EL TOA and world language teachers work together and help students to stay on track and complete the process for their Seal applications and meet requirements. <p>Goal 4</p> <ul style="list-style-type: none"> • Certificated Professional Developmental rating is proficient and met goal. We give the staff a professional development survey and see what their needs are and what they are interested in learning to improve. • Instructional Leadership Team Rating was Developing and met goal. The team meets to discuss next steps to further expand the strategies to the entire staff. <p>Goal 5</p> <ul style="list-style-type: none"> • Dropout rate is not current and don't know if we met it or not? (less than or equal to 5.8% with a decrease of 0.5% from previous year). <p>Goal 6</p> <ul style="list-style-type: none"> • Parent Engagement survey had turned in 25% of the surveys and goal met (equal to or greater than 25% of households participated). Various office personnel assist us in getting the surveys in by calling parents to remind them to turn it in. |

- Hosted over 12 parent/community events annually, exceeding the goal of 8 events per year. At Coffee with the Principal, School Site Council and other parent meetings, we ask the parents what they would like to learn more about and we schedule the presenters to come in.

Goal 7

- Still waiting on the Healthy Fitness Zone results, if our 9th graders met the goal of equal to or greater than 59.2% and an increase of equal to or greater than 3% from previous year?

Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?

Goal 1

- SBAC ELA for Grade 11 (Change in Distance from Standard, DFS) is 16 with a change of 7 and not met (2018 Site Distance from standard + 10 points, expected to be 17.8)
- SBAC Math for Grade 11 (Change in Distance from Standard) is -84 with a change of 6 and not met (2018 Site Distance from standard + 15 points, expected to be -74)

Both of these data points need additional time for PLC collaboration, we need to increase this valuable factor. Increase time for Math ISTs and/or district TOAs to support our teachers to focus on the essential content components, creating common formative assessments with appropriate rigor, analyze data, and prepare next steps for reteach or enrichment lessons.

Goal 2

- English Learner Reclassification rate is 2.5% and was not met (must be equal to or greater than 12.6%).
- SBAC ELA for English Learner is -104.1% and not met (2018 Site Distance from standard + 10 points)
- SBAC math for English Learner rate is -184.4% and not met (2018 Site Distance from standard + 6 points)

Both of these data points need additional time for PLC collaboration, we need to increase this valuable factor. Increase time for Math ISTs and/or district TOAs to support our teachers to focus on the essential content components, creating common formative assessments with appropriate rigor, analyze data, and prepare next steps for reteach or enrichment lessons.

Goal 3

- Advanced Placement pass rate is 49% and not met (must be equal to or greater than 53% with an increase of 4% from previous year, expected to be 48%). We need to have our AP coordinator provide support to our AP teachers on an earlier time frame and more frequent basis. Also, pay for AP Mentors to provide additional support for our AP teachers. AP teachers collaborate with other site AP teachers as a PLC.
- CTE Pathway completion rate is 8% and not met (must be equal to or greater than 94.2%, expected to be 33%). We need to have district support from the College and Career office to help complete our pathways and have them articulated to the surrounding colleges.

Goal 5

- Suspension rate (decrease by less than or equal to 1% from previous year for each of the subgroups; schoolwide 3.4% not met (2.5%), foster youth 8.0%(no previous year data), Hispanic 3.3% not met (2.3%), ELL 4.1% not met (4.1%), African Americans 9.2%

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| | <p>not met (4.6%), Special education 4.7% not met (3.6%). We need to provide earlier social/emotional/behavioral services to students who are misbehaving on a regular basis until waiting to provide such services when they commit harsher incidents.</p> <ul style="list-style-type: none"> • Expulsion rate is 0.3% and not met (decrease by less than or equal to 1% from the previous year, expected to be 0.1%). There will be times in which we will need to expel for safety reasons and this year was it. So I would not do anything differently. • Attendance rate is 95.83% and not met (equal or greater than 96%, expected to be 96.63%). We monitored attendance on a monthly basis and it needs to be on a more frequent basis like every two weeks. Increase the number of home visits. On a separate notes, we need to speak with our feeder middle schools and communicate with them the importance of doing Lamps and SARBs at their site to get students used to accountability. • Chronic Absenteeism rate is 12.7% and not met (decrease by less than or equal to 1% from previous year, expected to be 9.87%). We need to hold more frequent meetings with students and parents instead of wait at the end of each month to see who the frequent flyers are. Again, increase the frequencies of home visits, find out earlier the causes of the absences and refer students to the Guidance Intervention Program, Peer leading, counselors, etc. <p>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</p> <ul style="list-style-type: none"> • English Learners did not meet the reclassification rate. The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT, was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop in reclassification rates was directly related to the changes in the assessments and reclassification criteria. • Special Education Students is another group that does not do well academically, whether SBAC ELA and math, graduation, a-g rate, etc. Teachers need additional professional development to address the needs of this group and other high at-risk student groups. <p>What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?</p> <ul style="list-style-type: none"> • The need for additional professional development for teachers to better meet the needs of our students. Good first instruction is critical to the success of our students. This will limit the number of courses students will need to repeat and allow them to be more successful and take courses they enjoy. |
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2017-2020 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

| LEA/School GOAL 1: Increase Proficiency and Strategic Thinking | | |
|---|------------------|---------------------------|
| High School Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | 16 (Change 7) | 25.9 |
| SBAC Math for Grade 11: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -84 (Change 6) | -69.1 |
| Depth of Knowledge - % of classrooms visited demonstrate Level 3 strategic thinking | 24% | 28% |

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| Identified Need(s): | <p style="color: green; margin: 0;">Consider what teachers need to improve their instructional delivery.</p> <p style="color: green; margin: 0;">Consider what students need in order to learn.</p> <ul style="list-style-type: none"> Teachers need to follow the Professional Learning Communities model with fidelity, an emphasis on data analysis and lesson planning for reteach/enrichment, and differentiation. Students need extended learning opportunities Students need differentiated instruction |
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| SWP Requirements: [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: | DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT | TIMEFRAME(s) |
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| Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards | <ul style="list-style-type: none"> Instruction is scaffolded and delivered in a blended learning model to provide differentiated, small group instruction. PLCs will meet to develop common lessons and assessments, analyze data, determine best practices, in order to help students meet the State academic standards. | <ul style="list-style-type: none"> PLC collaboration time, 8/19 – 5/20 |

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| <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"> Professional development for teachers to use best practices to increase student achievement. PLCs will meet to develop common lessons and assessments, analyze data, determine best practices, in order to help students meet the State academic standards Small group instruction to provide differentiated supports for flexible groupings of students Real world connections supported by fieldtrips, computers, etc. Data is used for identification and placement of students in extended learning opportunities. Teachers, tutors and bilingual aides provide additional academic support in extended learning opportunities for all students. | <ul style="list-style-type: none"> Homework support is 3 times a week and more if needed, for the whole year, 8/19/19-5/25/20 College tutors will be tutoring during Homework support time. 8/7/19 – 5/25/20 Summer Bridge 9th grade: June 2020 PLC collaboration time, 8/19 – 5/20 |
| <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"> Teachers, tutors and bilingual aides to provide additional academic support for all students. Bilingual/Aides to support EL 1 and 2s with vocabulary development, improving speaking/listening/writing, etc. | <ul style="list-style-type: none"> College tutors every day in classrooms, 8/19/19 – 5/25/20 Homework support time is 3 days a week and more if needed, for the entire year |

| <p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p> | <p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p> | <p>Pupils to be served</p> | <p>Person(s) Responsible</p> | <p>2019-20 Estimated Cost</p> |
|--|---|-----------------------------------|-------------------------------------|--------------------------------------|
| | <p>Title 1</p> | | | |
| <p>1A Provide Extended Learning Opportunities</p> <ul style="list-style-type: none"> Homework assistance, intervention and Saturday Enrichment <ul style="list-style-type: none"> Teacher Hourly College Tutors Bilingual/Aide Tutors Instructional Supplies/Materials | <ul style="list-style-type: none"> Intervention – pre/post assessments (Students who participate will have an average of over 85% passing on pre/post assessments) Homework Assistance - Sign-in sheets Enrichment- samples of student reflections | <p>All Students</p> | <p>Admin Teachers</p> | <p>\$8,000</p> |

| | | | | |
|---|--|-----------------------|------------------------------|--------------|
| 1B Provide Differentiated instruction <ul style="list-style-type: none"> • College Tutors • Supplemental Instructional Materials/Supplies | <ul style="list-style-type: none"> • Grades • Pass/failure rates of courses | At- risk students | Admin Teachers | \$112,000 |
| 1C Summer Bridge <ul style="list-style-type: none"> • Teacher hourly • Instructional Supplies | <ul style="list-style-type: none"> • The D/F ratio comparison between 2018-19 semester grades and first semester 2019-20 grades suggests a decrease in D's and F's; final data available in January 2020 • Student Surveys | 120 Incoming Freshman | Admin Summer Bridge Teachers | \$33,749.44 |
| Total Estimated Cost for This Goal: | | | | \$153,749.44 |

| LEA/School GOAL 2: Promote Multilingualism and Multiculturalism | | |
|--|--|------------------------------|
| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC | Pending anticipated CDE Update December 2019 | |
| Maintain or increase English Learner Reclassification rate | 2.5% | ≥12.6% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -104.1% | 2019 Site EL DFS + 10 points |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -184.4% | 2019 Site EL DFS + 6 points |

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|----------------------------|--|
| Identified Need(s): | <p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <ul style="list-style-type: none"> English Learners need extended learning opportunities English Learners need small group and differentiated instruction and the support of a bilingual aide to scaffold learning and remediate skill gaps in vocabulary development, speaking and listening, etc.(sometimes) in their native language to bridge the language gap. Bilingual instructional aides provide academic support to students before, during and after school, and may include summer school. Teachers need additional trainings to build their knowledge in best practices for English Learners. Teachers need supplemental materials to increase effective instruction. |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|---------------------|-----------------------|------------------------|
| | | | | Title 1 |
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| | | | | |
|---|--|--------------------|-----------------------|-------------------|
| <p>1. Provide teacher training thru PLC, collaboration with the EL TOA, and observations on EL best practices</p> <ul style="list-style-type: none"> • Sub costs • Workshops/Conferences for EL development, CABE, etc. • Supplemental materials | <ul style="list-style-type: none"> • Walk through observations of how many teachers used the strategies | <p>EL students</p> | <p>Admin Teachers</p> | <p>\$5,000.00</p> |
| Total Estimated Cost for This Goal: | | | | <p>\$5,000.00</p> |

LEA/School GOAL 3: Increase Graduation and College & Career Readiness

| Metrics/Indicators (High School) | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---|-------------------------|----------------------------------|
| Naviance (# Visits) | 1155 | 1200 |
| Graduation Rate | 94.6% | 95% |
| a-g Requirements Completion Rate with a grade of C- or better | 58.2% | 63.2% |
| AP/IB pass Rate (score of 3 or higher) | 49.0% | 58% |
| % of Students enrolled in AP/IB Program | 20% | 35.2% |
| # of students completing college credit courses with a C- or better | 13% | 14% |
| CTE Pathway Completion Rate | 8% | 15% |
| ROTC Completion Rate | 5% | 8% |
| Number of students attaining the District and/or State Seal of Biliteracy | 126 | 130 |

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| Identified Need(s): | <p>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator.</p> <ul style="list-style-type: none"> • Students need additional support in meeting college/career requirements and test preparation for taking entrance exams. • Counselors will monitor students to ensure they are in the classes they need to be on the path to graduate and meet College/Career Readiness. • Teachers need to use scaffolding, follow with fidelity the PLC process to increase student learning so students can pass their classes. |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|---|----------------------------|------------------------------|-------------------------------|
| | | | | Title 1 |
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| Total Estimated Cost for This Goal: | | | | |

| LEA/School GOAL 4: Cultivate Effective Teachers and Leaders | | |
|---|------------------|---------------------------|
| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Certificated Professional Development Rating | Proficient | Proficient |
| Instructional Leadership Team Rating | Developing | Developing |

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|----------------------------|--|
| Identified Need(s): | <p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <p>To increase student achievement, these are the needs to improve teacher instruction:</p> <ul style="list-style-type: none"> Teachers need additional professional development to improve instructional practices in reading, writing and mathematics. Teachers need to be trained on research-based strategies such as, focus note-taking, content tutorials, Socratic seminars, critical reading strategies, etc. Teachers need additional collaboration time to meet in their Professional Learning Communities (PLC) to develop pacing guides/common formative assessments, analyze student data, examine best teaching strategies/practices, look at student work samples, how to schedule and what to teach during intervention time (reteach and/or enrichment), etc. Teachers will work with the Math consultant (IMA, IMB and IM1 teachers) and math IST on teaching the concepts/skills in a concrete/hands-on activities to help students make the connection from concrete to abstract thinking. |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|---|---|---------------------|-----------------------|------------------------|
| | | | | Title 1 |
| 4A Professional Development (include ILT, grade level, Dept.) <ul style="list-style-type: none"> Travel/Conferences/Registration/Fees Additional teacher hourly | <ul style="list-style-type: none"> Interim Assessment Data | | | |

| | | | | |
|---|--|--------------|-------------------|-------------|
| <ul style="list-style-type: none"> • Subs • Supplemental instructional materials | <ul style="list-style-type: none"> • Classroom Walkthrough data (observe teachers using learned strategies) | All Students | Admin Teachers | \$16,528.56 |
| <p>4B Professional Learning Communities (PLC)</p> <ul style="list-style-type: none"> • Consultant • Subs • Additional hourly • Supplemental instructional materials | <ul style="list-style-type: none"> • PLC agenda/minutes • Walk thru Classroom observations show PLCs are using the same assessments, meeting to analyze data and adjust lessons as necessary • Grades | All Students | Admin PLC leaders | \$4000.00 |
| Total Estimated Cost for This Goal: | | | | \$20,528.56 |

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates

| Metrics/Indicators | | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---------------------|---------------|------------------|---------------------------|
| Dropout rate | | Not Yet | Not Yet |
| Suspension rate: | SW | 3.4% | 2.4% |
| | FY (homeless) | 8.0% | 7.0% |
| | Hisp | 3.3% | 2.3% |
| | ELL | 4.1% | 3.1% |
| | AA | 9.2% | 8.2% |
| | Sped | 4.7% | 3.7% |
| Expulsion rate | | 0.3% | 0.3% |
| Attendance Rate | | 95.83% | 96% |
| Chronic Absenteeism | | 12.7% | 11.7% |

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| Identified Need(s): | <p>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <ul style="list-style-type: none"> Students will have additional social/emotional/behavioral support to help them deal with personal issues in their life so they can be successful in their academics. In addition to our counselors, students will have additional support from our Link Crew and Peer Leading programs. Currently, we are using other funding sources to support these programs. Guidance Intervention Program for students who need counseling support with drugs and alcohol, anger management, attendance/truancy, fighting, etc. Currently, we are using other funding sources to support this program. |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|---------------------|-----------------------|---|
| | | | | Title 1 Attendance supports and incentives are not allowable out of Title I. |

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| Total Estimated Cost for This Goal: | | | | |

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table

| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---|------------------|---------------------------|
| Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets | 12 | 13 |
| Parent Engagement and Local Climate Survey | 25% | 26% |

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| Identified Need(s): | <p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</p> <p>Research shows the more parents are involved in their child’s education, the more successful students are in school. Parents need certain information to be able to support their child through their educational journey. Our needs are to increase parent involvement and increase their knowledge in the following areas:</p> <ul style="list-style-type: none"> • Parents need to develop an understanding of graduation requirements, college and financial applications, college and career post-secondary options, testing results, a-g requirements, additional academic support, etc. to support their students. • Parents need to be provided workshops/trainings/classes and conferences in the areas of but not limited to computer, English, health, drugs, etc. • Parents need to receive increased communication between school and home using student planners, phone calls, email, text, Fohi weekly parent newsletter, electronic gradebook (Q), etc. |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|---|--|---------------------|-----------------------|--|
| | | | | Title 1 <i>May not be used for food</i> |
| 6A Provide workshops and maintain a Parent Center <ul style="list-style-type: none"> • Supplemental Supplies • Technology <ul style="list-style-type: none"> ○ Laptops, | <ul style="list-style-type: none"> • Parent sign ins | All Students | Admin | \$7,933.00 |

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| | | | | |
| 6C Provide Parent Training <ul style="list-style-type: none"> • Workshops/Conferences/CABE • Fees • Educational materials | <ul style="list-style-type: none"> • Sign-in Sheets, agendas • Parent Presentations to other parents • Parent Surveys results | All Students | Principal School Outreach Liaison Parents | \$1,000.00 |
| Estimated Cost for This Goal: | | | | \$8,933.00 |

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|--------------------------|----------------------------|-----------------------|-------------------------------|
| Instructional Technology | 500 | \$25,000 | Admin, Department Chairs |
| Instructional Supplies | 800 | \$30,000 | Admin, Department Chairs |
| Educational Fieldtrips | 600 | \$15,000 | Admin, Teachers |
| Summer Bridge | 120 | \$35,000 | Admin, Summer Bridge Teachers |
| Professional Development | 800 | \$20,000 | Admin, Department Chairs |

Programs Included in this Plan *Sites are not to edit this page.*

| Federal Programs | | Allocation |
|---|---|--------------|
| <input checked="" type="checkbox"/> | Final Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. | \$188,211.00 |
| <input checked="" type="checkbox"/> | 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). | \$8,933.00 |
| Total amount of federal funds allocated to this school | | \$188,211.00 |

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

| LCAP/LEAP Goal | Description of Supports |
|----------------|--|
| Goal 1 | <ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • One full-time math Intervention Teacher/Instructional Support Teacher (IST) to provide math interventions to students that are not meeting the state's Common Core Standards. • One full-time math Instructional Support Teacher (IST) to support math instruction. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • Math 180 Blended Learning Curriculum and computer adaptive software, related materials • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance |
| Goal 2 | <ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support |
| Goal 3 | <ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff |

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| | <ul style="list-style-type: none"> • Supplemental funding for Advanced Placement and International Baccalaureate exams |
| Goal 4 | <ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers |
| Goal 5 | <ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials |
| Goal 6 | <ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights |
| Goal 7 | <ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites |

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 2021 | 1 |
| Kim Lindsey | Classroom Teacher | 2 Years | May 2021 | 1 |
| Simit Bhatti | Classroom Teacher | 2 Years | May 2020 | 1 |
| James Clark | Classroom Teacher | 2 Years | May 2020 | 1 |
| Myra Gallegos | Other Staff Member (Specify): School Outreach Liaison | 2 Years | May 2021 | 1 |
| Sub Total: 6 | | | | |
| Susan Solis | Parent | 2 Years | May 2020 | 1 |
| Sandra Ortiz | Parent | 2 Years | May 2020 | 1 |
| Virginia Bugarin | Parent | 2 Years | May 2020 | 1 |
| Fatima Kamara | Student | 2 Years | May 2020 | 1 |
| Marisol Soto-Ciriaco | Student | 2 Years | May 2020 | 1 |
| Stephanie Ruiz | Student | 2 Years | May 2020 | 1 |
| Sub Total: 6 | | | | |
| | | | | Total: 12 |

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:

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:

Required:

English Learner Advisory Committee _____
Signature Veronica Ruiz

Recommended:

Special Education Advisory Committee _____
Signature _____

Optional:

Other committees established by the school or district (specify) _____
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. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 10/28/2019

Attested:

Dolores J. Hinayosa
Typed name of School Principal

Dolores J. Hinayosa
Signature of School Principal

10/28/19
Date

Stephanie Ruiz
Typed name of SSC Chairperson

Stephanie Ruiz
Signature of SSC Chairperson

10/28/19
Date