

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

| | | | |
|--|--|--|--|
| School Name and School Code | Jurupa Hills High School 36-67710-0120758 | | SSC Approval Date: 12/12/19 |
| School Address | 10700 Oleander Avenue Fontana, CA 92337 | | Local Governing Board Approval Date: 1/15/20 |
| Name of Principal | Caroline Labonte | Phone # and Email | <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-6300 Caroline.Labonte@fusd.net |
| Name of SSC Chairperson | Ledina Cenicerros | Phone # and Email | 909-357-6300 CeniLM@fusd.net |
| 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**

Vision – Meet the demands of an ever-changing world by developing principled, knowledgeable, and empathic global citizens.
Mission – To create confident and capable individuals through meaningful learning experiences who are capable of critical-thinking, problem solving, and achieving at levels high enough to instill an overwhelming sense of pride in themselves and their community.

**SCHOOL
AND
COMMUNITY
PROFILE**

Fontana began as an agricultural town that was home to numerous rail lines. During World War II, the town was transformed by the steel industry: Henry J. Kaiser steel mill, housed in Fontana, was the only steel mill west of the Mississippi River. Another asset to the town occurred when the San Bernardino Freeway was expanded east through a section of Fontana. With both the railways and the freeway, industry was attracted to the area.

In 2000, Fontana had a population of 128,929, but the present population is now estimated at 202,696 (2016). The majority of the population has settled into new residential developments in the northern part of the city. The city of Fontana and the school district have seen dramatic growth in the last twenty years with a population increase of 47.4% between 1990 and 2000 with an additional jump of 20% from 2000 to 2003. However, for the past several years the Fontana Unified School District has seen a decline in enrollment. A large contributing factor is the fact that housing prices have risen over the last several years.

The changes in the community affect the population and demographics of Jurupa Hills High School (JHHS). Today, Fontana, and by extension JHHS, has a richly diverse population as a result of the dramatic rise in immigrant populations and an influx of English language learners. In the post-steel mill era, Fontana's major industries now include Kaiser Permanente Hospital, California Steel Company, vast trucking and railroad operations, manufacturing industries, the California Speedway and expanding warehouse distribution centers. Fontana's geographically centralized location and its accessible transportation network are part of the reason for the industrial growth the city. Home construction increased due to the relatively low cost of land. The major employers in the city reflect the increasing needs of the community: the top employers continue to be Kaiser Permanente Hospital and the Fontana Unified School District (FUSD).

Jurupa Hills High School

Jurupa Hills High School (JHHS/JHills) is the newest of the five comprehensive high schools in the Fontana Unified School District. The "Jurupa Hills" name was carried over in honor of the first elementary school built in the south end of Fontana which was converted into the Fontana Adult School. JHHS was built from Measure C funds, a \$275 million bond passed by the citizens of Fontana in 2006. JHHS is an all indoor facility. The school's indoor design is unique to the area, built with the latest technology available; it has 19 computer labs, classrooms, a lecture hall, and a 400-seat theater. Over the last several years JHHS received several distinguished awards: California Department of Education Gold Ribbon School Award, California Department of Education Title 1 Achievement

| | |
|--|--|
| | Award, California PBIS Coalition Silver (2018) and Gold (2019) Award, and a U.S. News and World Report Bronze Medal (2015, 2017, 2018), U.S. News and World Report Silver Medal (2019) |
| SPSA HIGHLIGHTS (bullet points) | <ul style="list-style-type: none"> • Flexible grouping and small group tutoring through Integrated Math (IM1) classes via college tutors • AVID and non-AVID college trips • Math 180 for elective credit • READ 180/System 44 for further intervention and support • School Wide Positive Intervention Behavior Supports (SWPBS) • PBIS • Extended Learning Opportunities • Math IST teacher • ILT |
| INCREASED OR IMPROVED SERVICES (bullet points) | <ul style="list-style-type: none"> • Increase in Extended Learning Opportunities • Increase Math and Reading interventions • Increase enrollment in IB and MYP courses • Implementation of Get Focused Stay Focused in grade 9,10, and 12 • Improved SWPBS services • Increased parent involvement • Provide alternatives and educational programs to lower suspension rate |
| MOONSHOT | <ul style="list-style-type: none"> • Strengthen the Theatre/Communications Pathway with partnerships and internships for our students. |

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 | 20.5 | 3 |
| SBAC Math for Grades 11: Change in average scaled score points from Meets Standard | -56.5 | -66 |
| Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking. | 42% | 36% |

| 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. Renew license for Math IXL | 5,400 | | Review data of IXL growth | Continue with license but increase the number of licenses for 1,200 students |
| 1B. Purchase mobile carts and computers | 31,310.58 | | Teacher usage Teams usage data Microsoft 365 usage data 60% of the classrooms with mobile carts utilized them. | Modify: we are going 1 to 1 so carts will not need to be purchased |
| 1C. Provide site coordinator for testing | | 1569.11 | Site testing plan 98% of students were tested in SBAC and .1% of students were tested in AP | Continue with the testing coordinator services |
| 1D. Purchase cutting machine and supplies for ELA/Library collaborative reading project | 2,000 | | Teacher input | Discontinue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 2: Promote Multilingualism and Multiculturalism | | |
|--|---------------------------|---|
| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual 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 | 13.7% ≥12.6% | 3.2% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -93.4 | 99 decline of 4.7 |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -147.3 | 152.6 decline 4.6 |

| 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 | | |
| 2. A Students and parents will be educated via workshops regarding reclassification and seal of biliteracy. | | 100 | <ul style="list-style-type: none"> 15 parents attended Parent workshops to learn about the Seal of Biliteracy and 31 received the Seal of Biliteracy. | Continue |
| 2.B Provide extended learning opportunities | 7,500 | 5,000 | <ul style="list-style-type: none"> 250 students participated in extended learning opportunities and 220 improved their grades. | Continue with modifications: trip must improve student academic growth |

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) | 100% | 1450 |
| Graduation Rate | 98% | 94.74% |
| a-g Requirements Completion Rate with a grade of C- or better | 52% | 53.7% |
| AP/IB pass Rate (score of 3 or higher) | 68% | 73% |
| % of Students enrolled in AP/IB Program | 30% | 163 or 38% |
| # of students completing college credit courses with a C- or better | 100 | 105 |
| CTE Pathway Completion Rate | 120 | 122 or 28% |
| ROTC Completion Rate | 0 | 0 |
| Number of students attaining the District and/or State Seal of Biliteracy | 30 | 36 or 8.33% |

| 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. College tutors for regular education classes and AVID classes will be hired to do flexible grouping in math and AVID classes. | 37,500 | 37,499.50 | <ul style="list-style-type: none"> 45% of students grew on the SBAC in Math and 80% improved their grades from D's and F's. | Modify: increase the number of hours for each of the tutors if funding permits. |
| 3B. AVID Membership | | 1,264.50 | <ul style="list-style-type: none"> 20% of students participated in AVID including 19% of EL, and 8% of SWD, | Continue |
| 3C. College Trips | 22,000 | | <ul style="list-style-type: none"> 80 students attended a field trip and according to surveys given 75% found the field trip beneficial. | Modify: change funding to SUPC |
| 3D. Provide funding for GFSF, CAS Coordinator, IB/AP test prep, extended essay coordinator and teachers, and before and after school tutoring. | 18,613.06 | | <ul style="list-style-type: none"> 100% of IB students wrote the Extended Essay and 100% number of students completed it. | Modify: add additional funding for GFSF lesson planning and for tutoring. |

| | | | | |
|---|-------|--|--|------------------------|
| 3E. Provide funding for after school parent meetings regarding college requirements | 2,400 | | <ul style="list-style-type: none"> 28 of parents attended the parent workshops and according to surveys 80% felt the workshops were successful. | Modify funding to SUPC |
|---|-------|--|--|------------------------|

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 4: Cultivate Effective Teachers and Leaders | | |
|---|---------------------------|-------------------------|
| 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 | | |
| 4.A Additional hours to develop professional development and teacher resources, as well as attend conferences and workshops with consultants. | 35,853.29 | 12,920.89 | <ul style="list-style-type: none"> Walkthrough data showed that 60% of teachers were implementing strategies learned at conferences and 80% utilized the strategies learned from the consultant. | Modify: Decrease the number of workshops/conferences. |
| 4B. Continue to provide on-site technology training for teachers via a technology coach. | | 1,600 | <ul style="list-style-type: none"> Sign in sheets Feedback from teachers | Continue: however, we will review at the end of the year since we have a site technology specialist on site. |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates | | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
|---|---------------|---------------------------|-------------------------|
| Metrics/Indicators | | | |
| Dropout rate | | .2% | 2.41% |
| Suspension rate: | SW | 7% | 20% |
| | FY (homeless) | 10% | 11.8% |
| | Hisp | 8% | 6.6% |
| | ELL | 14% | 10.8% |
| | AA | 9% | 19.6% |
| | Sped | 14% | 13.2% |
| Expulsion rate | | .1% | 0% |
| Attendance Rate | | 97.5% | 96.29% |
| Chronic Absenteeism Rate | | 10% | 11.4% |

| 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. Continue to implement PBIS with the need to develop school-wide lessons during the summer. Need additional hourly to develop lessons and stipends for committee members for after school organization and planning. | | 7,200 | <ul style="list-style-type: none"> Site and team trainings PBIS surveys Referral and suspension data Site achieved Gold Status 7% suspension rate: decline of 1.2% | Continue |
| 5B. Provide funding for additional counseling hours for groups such as but not limited to anger management, AOD, social skills, LGBTQ (consultant), mindfulness (consultant), foster youth (consultant), grief. | 40,000 | 8,000 | <ul style="list-style-type: none"> AOD pre and post data (repeat offenders) Student suspension data LGBTQ data from consultant/students 20 students attended | Modify; discontinue the foster youth data indicated no change, and discontinue the Mindfulness consultant |

| | | | | |
|--|-----------|--|---|--|
| 5C. Provide extended learning opportunities. | 41,134.07 | | <ul style="list-style-type: none"> • AVID field trip data tracking college acceptance • Teacher and student feedback • Project/learning outcome data • 80 students participated | Modify: Significantly reduce the number of field trips |
|--|-----------|--|---|--|

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 | 40 | 49 |
| Parent Engagement and Local Climate Survey | 50 | 52 parent surveys completed |

| 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. Provide stipend for parent volunteer coordinator | 2773.87 | | Create and approve P-47 for parent volunteer coordinator | Discontinue |
| 6B. Schedule and hold workshops throughout the school year. Additional funds for presenters. | 11,800 | | <p>Create and approve consultant agreements for workshops The following consultants will provide workshops to parents:</p> <ul style="list-style-type: none"> • Computer Classes • ESL Classes • Parenting Workshops (drug & gang issues, communication, behavior, etc.) • Parenting 21st Century <p>With the workshops offered parents have a consistent attendance rate. 49 workshops were offered to parents and 951 parents attended.</p> | Modify; increase the amount of funding for presenters. |
| 6C. Provide additional hourly for interpreters. | | 250 | <ul style="list-style-type: none"> • Sign in sheets • Agendas | Modify; increase the number of hours for translating. |
| 6D. Provide refreshments for workshops and end of the year parent volunteer celebration | | 938 | <ul style="list-style-type: none"> • More parents attend when refreshments are provided. • Sign in sheets (49 parenting workshop and 951 attendees) | Modify; increase the amount of funding for refreshments. |
| 6E. Provide opportunities for parents to attend workshops. (CABE) | 1,100 | | <ul style="list-style-type: none"> • Process and approve for parents to attend the annual CABE conference in Riverside. • Parents and aides have requested to attend. A total of 5 parents attended the CABE conference. | Continue |

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. Provide additional funding for the Sparta Success Center teachers for conduct after school SWPBS lessons and discussion. | 7,104 | | <ul style="list-style-type: none"> • Teacher feedback • Student referral/suspension data | Continue: however, not enough data was used. This will be monitored closely for its effectiveness. Title 1 funds will not be used for Goal 7 moving forward. |

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

| | |
|--|--|
| <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. This evaluation was conducted with input from ELAC who provided information and shared needs for our English Language students.</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 was 13,028 total and met. Counselors going out to the classrooms and present to students and helping them with the Naviance lesson. • AP/IB pass Rate (score of 3 or higher) is 38% and met. Having teachers help students prep for the test, tutoring helped them with taking the AP/IB exams. • Number of students completing college credit courses with a C- or better is 105 and met. Having college tutors and AVID tutors helped students better prepare when completing college credit courses. • CTE Pathway completion rate is at 122 or 28% and met. Having counselors talk to students on the CTE pathway and making sure they are on track when completing. • Number of students attaining the district and/or state seal of biliteracy is 36 or 8.33% is met. Counselors talking to individual students and presenting to parents on seal of biliteracy help them better understand. <p>This is both a strength and a weakness as we do not have enough students qualifying. This will be addressed with EL Services and well as communicating with stakeholders of its importance. Counselors will also be involved in monitoring this.</p> <p>Goal 4</p> <ul style="list-style-type: none"> • Teacher professional development rating is proficient and met goal. We give the teachers an opportunity to voice their needs and what they are interested in learning to improve. • Instructional Leadership is developing. <p>The focus for this year is to strengthen our PLC's to plan effectively, deliver solid first instruction and collaborate effectively to meet the needs of all students.</p> <p>Goal 5</p> <ul style="list-style-type: none"> • The suspension rate school wide was met at 7% • The suspension rate with our Hispanic population decreased and well as our EL and SPED students. • The expulsion rate is at 0%. <p>We will continue to improve ways to educate students to being about good life choices to help them succeed. Other means to suspension will continually to be reviewed knowing that all students have their own story.</p> <p>Goal 6</p> <ul style="list-style-type: none"> • The parent workshops increased to 49 workshops/meetings/trainings which is an increase from the previous year. • Parent surveys were expected at 50 and 52 were collected. <p>Parents are very involved.</p> |

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

Goal 1

- SBAC Math for grade 11 changed with a DFS of -65.8. While there is growth, this distance from met is still lagging.
- The graduation rate was not met. It went from 98% to 94.7%.
- A-G requirements went down from 52% to 41%.

Goal 3

- Number of students attaining the district and/or state seal of biliteracy is 36 or 8.33% is met.

Counselors will be talking to individual students and presenting to parents on the Seal of Biliteracy helping them better understand the significance of this seal. However, this number is very low as compared to where our students should be. Better communication with students and parents is needed to help our students attain the seal of biliteracy. We will work with EL Services and our counselors to strength our communication to our stakeholders.

Goal 5

- Suspension rate for African American student went up drastically from 9% to 19.6%.

Alternatives to suspension are needed to address this issue. Training and specific strategies are needed for both administration and teachers to help address this concern. We will continue to monitor and adjust our alternate means to suspension by reviewing each students "story".

- Attendance rate went down from 97.5% to 96.4%.
- The chronic absenteeism went up to 10.7%.

A focus on our climate and culture will help cultivate a positive environment to increase our attendance. Home visits and the help of Student Services will help address the chronic absenteeism.

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?

- Special Education Students do not perform 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.
- English Learners did not meet the reclassification rate. Teachers need additional training on how to support our EL students.

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)?

- The need for additional professional development for teachers to better meet the needs of our students. Solid 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

| | |
|--|--|
| | <p>courses they enjoy.</p> <ul style="list-style-type: none">• More PLC planning time is needed in order to address our achievement gaps. Teachers also need additional support in creating the rigorous and student driven PLC planning time. |
| | |

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 | 3.3 | 10 |
| SBAC Math for Grade 11: Change in average scaled score points from Meets Standards | -65.8 | - 30 |
| Depth of Knowledge - % of classrooms visited demonstrate Level 3 strategic thinking | 36% | 42% |

| | |
|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> Students need extended learning opportunities and tutoring to meeting grade level standards. Teachers need to provide differentiated instruction to help students meet grade level standards. |
|----------------------------|--|

| 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 |
|--|---|--------------|
| Provide opportunities for all students, including each of the subgroups of students to meet the challenging State academic standards | <ul style="list-style-type: none"> Teachers will be provided with additional time for PLC planning. Teachers will differentiate instruction | August - May |
| 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 | <ul style="list-style-type: none"> Differentiated small group instruction Real world experiences supported by educational field trips Data will be used for identification and placement of students in extended learning opportunities. | August - May |
| Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards | <ul style="list-style-type: none"> College tutors for academic support | August - May |

| 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 |
| a. Provide differentiated Instruction <ul style="list-style-type: none"> ▪ IXL ▪ College Tutors ▪ Instructional Supplies ▪ Project-Based Instructional Supplies for Mathematics | Walk through observations of differentiated instruction Student grades IXL Data | All students | Admin Teachers | \$10,800.00 |
| b. Provide tutoring before/after school <ul style="list-style-type: none"> • Teacher Hourly • College Tutors • Bilingual Aides | Grades/Passing Classes, Pre/Post Assessments, Q data | All Students | Admin Teachers | \$10,000.00 |
| c. Technology (Computers, software, headsets, etc.) | Student usage logs, Teams data, Teacher feedback forms, Student grades | All Students | Admin Teachers | \$20,000.00 |
| Total Estimated Cost for This Goal: | | | | \$40,800.00 |

| 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 | 27.9% declined 19.1 decline | ≥12.6% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | 99 below standard 4.7 decline | 2019 Site EL DFS + 10 points |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | 152 below standard 10.2-point decline | 2019 Site EL DFS + 6 points |

| | |
|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> English Learners need extended learning opportunities to develop vocabulary to strengthen their listening, speaking, reading and writing. Teachers and Bilingual Aides need to provide small group differentiated instruction within the ELD and ALD classrooms. Teachers need trainings to build their knowledge in best practices for English Learners. Aides need trainings to build their knowledge in best practice for English Learners, support students in small groups. |
|----------------------------|---|

| 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 |
| a. Provide extended learning opportunities <ul style="list-style-type: none"> Additional hourly Instructional materials Software | Student attendance, Q Gradebook, Pre/Post assessments | EL Students | Admin Teacher | \$5,000.00 |
| b. PD/Conferences/Trainings <ul style="list-style-type: none"> Cost of substitutes Workshops and travel related conference fees | Workshop attendance, PLC Agendas, Minutes, Walk Throughs demonstrating the new strategies for meeting the needs of students, Q Gradebook | EL Students | Teachers EL TOA Admin | \$3,000.00 |

| | | | | |
|---|---|-------------|----------------------|-------------|
| c. Provide differentiated instruction <ul style="list-style-type: none"> • Instructional materials • Software | Student work samples, Walk Throughs observing differentiated instruction, Q Gradebook, ELD/ALD student grade reports, | EL Students | Admin Teachers Aides | \$2,500.00 |
| Total Estimated Cost for This Goal: | | | | \$10,500.00 |

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

| Metrics/Indicators (High School) | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---|-------------------------|----------------------------------|
| Naviance (# Visits) | 100% | 100% |
| Graduation Rate | 93.10% | 96% |
| a-g Requirements Completion Rate with a grade of C- or better | 41% (177 students) | 45% |
| AP/IB pass Rate (score of 3 or higher) | 73% | 80% |
| % of Students enrolled in AP/IB Program | 38% | 45% |
| # of students completing college credit courses with a C- or better | 105 students | 115 |
| CTE Pathway Completion Rate | 28% (122 students) | 32% |
| ROTC Completion Rate | 0 | 0 |
| Number of students attaining the District and/or State Seal of Biliteracy | 8% (31 students) | 10% |

| | |
|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> • Students need small group and differentiated instruction to meet the a-g requirements with a grade of C- or better and or have an AP/IB pass rate score of 3 or higher • Counselors need to monitor students to ensure students are on track and are taking a-g requirement classes and CTE pathway • Teachers need to monitor those students taking an AP/IB test • College tutors need to ensure that all students have the support they need to pass 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 |
| a. Provide small group differentiated instruction <ul style="list-style-type: none"> • College and AVID Tutors | Pre/Post assessments, Student work, Student grades | AVID Students Students in need of targeted instruction | Admin Teachers | \$28,500.00 |

| | | | | |
|--|--|--|----------------|-------------|
| b. Provide Extended Learning Opportunities <ul style="list-style-type: none"> • Additional hourly for academic tutoring | Student grades | Students in need of targeted instruction beyond the regular school day | Admin Teachers | \$15,000.00 |
| c. Provide College trips to help students meet the CCI | Rosters, AVID data, Surveys, Student grades, IB data | Students in participating classes | Admin Teachers | \$10,000.00 |
| | | | | |
| Total Estimated Cost for This Goal: | | | | 53,500.00 |

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 | Proficient |

| | |
|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> • Our school’s focus is building capacity in our PLC’s to increase student growth. • Teachers will need additional collaboration time to strengthen their PLC’s to lesson plan, collaborate on best practices, analyze student data and discuss ways in which to differentiate instruction. • Teachers need to work with TOA and IST on teaching the concept/skills in concrete hands on activities to help students make connections. • Teachers need professional development on Office 365 components. |
|----------------------------|--|

| 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 |
| a. Provide PLC collaboration time to analyze data, discuss strategies and develop lessons. | PLC minutes and agendas, student grades | All students | Admin Teachers | \$25,284.00 |
| b. Attend PD/conferences to address student needs <ul style="list-style-type: none"> • Differentiated instruction • Technology, Office 365 • PLC’s | Walk through observations of differentiated instruction, project-based/hands on learning, use of Office 365 | All students | Admin Teachers | \$10,000 |
| Total Estimated Cost for This Goal: | | | | \$35,284.00 |

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates | | | |
|---|---------------|------------------|---------------------------|
| Metrics/Indicators | | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Dropout rate | | .2% | .2% |
| Suspension rate: | SW | 7% | 4% |
| | FY (homeless) | 10% | 5% |
| | Hisp | 8% | 5% |
| | ELL | 14% | 7% |
| | AA | 9% | 4% |
| | Sped | 14% | 8% |
| Expulsion rate | | .0% | .0% |
| Attendance Rate | | 97.5% | 97.5% |
| Chronic Absenteeism | | 10% | 8% |

| | |
|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> Guidance Intervention Program for students who need counseling support with drugs and alcohol, anger management, grief, LGBTQ through small groups. Students need project-based Extended Learning Opportunities Students need a mentor program (Peer leaders) |
|----------------------------|---|

| 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. |
| a. Guidance Intervention and Peer Leaders <ul style="list-style-type: none"> Additional hours for mentor program, and counseling groups such as but not limited to anger management, AOD, social skills, LGBTQ. | Rosters, Behavioral data, Referral data, Student grades | Students with low grades due to social, emotional, and/or behavioral concerns | Admin Teachers Counselors | \$20,000.00 |

| | | | | |
|--|--|-----------------------------------|---------------------------------|-------------|
| b. Provide Project-based Extended Learning Opportunities <ul style="list-style-type: none"> • Field Trips | Pre/Post assessments, Student projects, Student grades | Students in participating classes | Admin Teachers Counselors | \$10,000.00 |
| Total Estimated Cost for This Goal: | | | | \$30,000.00 |

| LEA/School GOAL 6: Strengthen Family and Community Engagement | | |
|---|----------------------------|-------------------------------|
| 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 | 49 | 59 |
| Parent Engagement and Local Climate Survey | 52 total surveys completed | 150 surveys will be completed |

| | |
|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> • Parents need opportunities to be more involved in their child's education. • Parents need the support and guidance to be able to support their student through their educational journey including knowledge on college requirements and financial aid. • Parents of English Learners need presentations on EL and Seal of Biliteracy. |
|----------------------------|--|

| 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> |
| a. Schedule presenters to provide on-site workshops throughout the school year <ul style="list-style-type: none"> • Additional hourly • Presenter fees | Parent surveys, Evaluation of workshop data | All students | Admin Presenters | \$13,500.00 |
| b. Provide funding for parents to attend Conferences (CABE Conference) | , Parent surveys, Evaluation of workshop data | All students | Admin | \$1,500.00 |
| c. Provide parent meetings <ul style="list-style-type: none"> • Additional hourly • Printing • Translation, Interpretation | Sign-In sheets, PowerPoints, FAFSA data, College application data | All students | Admin Teachers Counselors | \$2,000 |
| Total Estimated Cost for This Goal: | | | | \$17,000.00 |

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|-------------------------|----------------------------|-----------------------|------------------------------|
| Instructional Supplies | All | \$25,000 | Admin, Teachers |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

| Federal Programs | | Allocation |
|---|---|--------------|
| <input checked="" type="checkbox"/> | 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. | \$187,084.00 |
| <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). | \$6,302.00 |
| Total amount of federal funds allocated to this school | | \$187,084.00 |

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 |

| | |
|--------|--|
| | <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 |
|----------------------|--|----------------|----------------|-----------------|
| Caroline Labonte | Principal | Not Applicable | Not Applicable | 1 |
| Ledina Cenicerros | Teacher | 2 years | May 2020 | 1 |
| Antoinette Green | Teacher | 2 years | May 2020 | 1 |
| Armando Mora | Teacher | 2 years | May 2021 | 1 |
| Hugo Sierra | Teacher | 2 years | May 2021 | 1 |
| Cristina Vandervoort | Other Staff Member (Specify): | 2 years | May 2020 | 1 |
| Sub Total: 6 | | | | |
| Ivette Ortiz | Parent/ Community Member ELAC President | 2 years | May 2021 | 1 |
| Erika Perez | Parent/Community Member | 2 years | May 2020 | 1 |
| Stephanie Ponce | Parent/Community Member | 2 years | May 2020 | 1 |
| Jizelle Ramos | Student Member | 1 year | May 2020 | 1 |
| Alexis Ruiz | Student Member | 1 year | May 2020 | 1 |
| Prisila Villarreal | Student Member | 1 year | 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

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: 9/24/2019.

Attested:

Caroline Labonte
Typed name of School Principal


Signature of School Principal

9/24/19
Date

Ledina Cenicerros
Typed name of SSC Chairperson


Signature of SSC Chairperson

9/24/19
Date