

| 2017-2020 Single Plan for Student Achievement<br>(SPSA)            |  | SPSA Year:<br><input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20                    |  |
|--|--|--|--|
| School Name and School Code  | Henry J. Kaiser High School<br>36-67710-3630902            |  | SSC Approval Date:   |
| School Address   | 11155 Almond Avenue<br>Fontana, CA 92337                   |  | Local Governing Board Approval Date: _____   |
| Name of Principal  | Terry Abernathy  | Phone # and Email  | <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum<br>909-357-5900<br>Terry.abernathy@fusd.net |
| Name of SSC Chairperson  | Veronica Pierce  | Phone # and Email  | 909-357-5900<br>PierVM@fusd.net  |
| SCHOOLWIDE PROGRAM (SWP)   | TARGETED ASSISTANCE PROGRAM (TAS)                          | SCHOOL IMPROVEMENT   |  |
| <input checked="" type="checkbox"/> SWPSWP                         | <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)<br><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) |  |

## SCHOOL BACKGROUND

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|--|---|
| <p><b>VISION<br/>AND<br/>MISSION</b></p>               | <p>"Together we Build" a Kaiser High School community in which all students will progress academically, ethically and physically in a caring, safe and challenging learning environment.<br/> <b>Add new vision</b></p>   |
| <p><b>SCHOOL<br/>AND<br/>COMMUNITY<br/>PROFILE</b></p> | <p>Kaiser High School opened for the 1999-2000 school year with grades 9 and 10. Since 2002, KHS has been offering a full comprehensive 9-12 high school program with a full complement of class offerings to support all students and a wide variety of programs to address their academic needs and special interests. Additionally, there is a pre-school program on site, a county therapy unit, and a joint-operational County library. Henry J. Kaiser High School (KHS), located in the southernmost section of the city of Fontana, is the third of the five comprehensive high schools in the district. Enrollment trends at Kaiser High School reveal a constant, increasing proportion of Hispanic students balanced by a decline in white students. African American students are shown to be the most stable group in terms of proportional enrollment. Beyond analysis of ethnicity, another revealing statistic is the increase in the number of Kaiser students enrolled in the National School Lunch Program. The students at KHS are facing the societal challenges that are a reflection of the economic times.</p> <p>Within the last three years, the graduation rate and A-G completers in the Fontana Unified School District has become a focal point in the move toward college and career readiness. The district has offered continual support in these areas to ensure that KHS meets the Graduation Rate and improves A-G completion rate.</p> <p>Kaiser High School, although consistently meeting the Graduate Rate requirement of 90%, with a 95.4%, and is projected to have the highest percentage of students completing the A-G requirements in the FUSD at 52%, over the past three years, still faces the challenge of declining enrollment from one grade level to the next. Currently, the KHS administration, Fontana Unified School District personnel, Categorical programs and counselors have worked to identify areas of need in terms of access to remedial education and improved learning outcomes leading to greater retention through grade levels. These efforts have included the installation of an online, A-G approved curriculum (APEX) to assist with credit recovery and a significant improvement in student placement within course offerings and within intervention courses. Notably, this focus is occurring in the face of current educational limitations due to budgetary constraints and in the face of decreasing options (alternative placements) for at-risk youth.</p> <p>Kaiser High School's grade level distribution shows fluctuations in incoming freshman classes, the relative proportion of students reaching their senior class appear to diminish slightly when following the cohort numbers. Although KHS has met the Graduation Rate, it will become necessary to focus on dropout rate between grade levels to meet the new demands required by the state and federal government. The method used to calculate both graduation rate and dropout rate especially in terms of how it will impact AYP and the new state indicators for graduation and college and career readiness.</p> |

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|---|--|
| <p>SPSA HIGHLIGHTS<br/>(bullet points)</p>                | <ul style="list-style-type: none"> <li>• 23 teachers were trained in PBL</li> <li>• <b>167 Incoming 9<sup>th</sup> graders participated in Summer Bridge and received credit for the 2 classes.</b></li> <li>• <b>Teachers were able to have PLC Time to calibrate and collaborate on best practices</b></li> <li>• Teachers were provided training and coaching in the new Spring Board Adoption</li> <li>• <b>Parent Involvement</b></li> <li>• <b>IXL for math intervention</b></li> <li>• <b>Homework support for the students</b></li> </ul>  |
| <p>INCREASED OR IMPROVED SERVICES<br/>(bullet points)</p> | <ul style="list-style-type: none"> <li>• Students were able to receive extra help after school, during Saturday School, and via the internet</li> <li>• <b>IXL computer program was used for intervention for Math.</b></li> <li>• <b>Student were provided the opportunity to attend a college trip to the east coast and to Northern California.</b></li> <li>• <b>Computer Carts were purchased to increase the use of technology in the classes.</b></li> <li>• <b>Increased technology for the parents</b></li> </ul>   |
| <p>MOONSHOT</p>   | <p>To have every core classroom with a one-to-one device and increase the use of technology in the classrooms, while incorporating our new KRE@TE<sup>2</sup> academy for all students. KRE@TE<sup>2</sup> Academy is an acronym for Kaiser’s Renewable Energy and Technology Engineering Entrepreneur. The KREATE<sup>2</sup> Academy is a shift in Kaiser High School’s purpose, practices and culture in making Henry J. Kaiser High School the Inland Empire’s benchmark school when compared to the top high schools in the nation. KREATE<sup>2</sup> Academy will be responsive to industry demand and one that prepares students for challenging careers and post-secondary programs while allowing students to obtain industry certifications. Students being part of KREATE<sup>2</sup> will engage in curriculum that they are passionate about to enhance their learning so that each student will be college and career ready. All our teachers will leverage Project Based Learning shifting the cognitive load of classes to students and leveraging culturally relevant pedagogy by allowing students voice and choice in what they are learning about. Students will also experience a mentorship their Junior year and internships their senior year. Every student will graduate from Kaiser High School with 9 college credits</p> |

## 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: <b>Change</b> in average scaled score points from Meets Standards<br>(Change in Distance from Standard or DFS)   | 12.2                      | 0.5                     |
| SBAC Math for Grades 11: <b>Change</b> in average scaled score points from Meets Standards<br>(Change in Distance from Standard or DFS) | -57.1                     | -71.1                   |
| Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking.  |                           |                         |

| 2018-19 Actions/Services  | Estimated Expenditures |      | Actual Results<br>Include the metric(s) for evaluating the Action/Service  | SSC's Decision based on the Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|---|------------------------|------|--|--|
|   | Title 1                | SUPC |  |  |
| 1A. PLCs (ILT, grade level, Dept.) <ul style="list-style-type: none"> <li>• Subs</li> <li>• Additional hourly</li> <li>• Professional reading/books</li> <li>• General Supplies</li> <li>• Instructional materials</li> </ul> | \$48,000               | \$0  | <ul style="list-style-type: none"> <li>- Classroom walkthroughs showed that 80% of teachers are implementing Visible Learning through the posting of Learning Targets.</li> </ul>  | Continue (See Minutes for discussion)  |
| 1B. Extended learning opportunities <ul style="list-style-type: none"> <li>• Homework assistance</li> <li>• Intervention</li> <li>• Saturday Enrichment</li> <li>• Data Analysis</li> </ul>                                   | \$55,000               | \$0  | <ul style="list-style-type: none"> <li>• 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</li> <li>• Students reported the HW assistance was helpful</li> </ul> | Continue (See Minutes for discussion)  |
| 1C. Link Crew <ul style="list-style-type: none"> <li>• Additional Hourly</li> <li>• Subs</li> </ul>   | \$19,000               | \$0  | <ul style="list-style-type: none"> <li>• 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</li> </ul>  | Continue/Modify (Continue to fully support Link Crew, but through SUPC funds)                      |

|   |          |         |  |                                       |
|---|----------|---------|--|---------------------------------------|
|   |          |         |  |                                       |
| <p>1D. Implement small group differentiated instruction with blended learning</p> <ul style="list-style-type: none"> <li>• Instructional Materials</li> <li>• Technology             <ul style="list-style-type: none"> <li>○ Laptops</li> <li>○ Software</li> <li>○ Document Cameras</li> <li>○ Projectors</li> <li>○ TV Monitors</li> </ul> </li> </ul> | \$68,233 | \$6,000 | <ul style="list-style-type: none"> <li>• IXL was regularly used in math classes (1,200 students)</li> <li>• Rosetta Stone was used regularly in ELD classrooms during small group rotations.</li> <li>• Laptop cart was purchased to support our ELD students</li> </ul> | Continue (See Minutes for discussion) |
| <p>1E. Summer Bridge Program</p> <ul style="list-style-type: none"> <li>• Additional Hourly</li> <li>• Tutor Monitors</li> </ul>  | \$60,000 | \$0     | 149 incoming 9 <sup>th</sup> graders successfully completed 10 elective credits  | Continue (See Minutes for discussion) |

## 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<br>December 2019 |
| Maintain or increase English Learner Reclassification rate   |                           | 3.4   |
| SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards         | -76                       | -108.1  |
| SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards | -136.8                    | -177.8  |

| 2018-19 Actions/Services   | Estimated Expenditures |          | Actual Results<br>Include the metric(s) for evaluating the Action/Service   | SSC's Decision based on the Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|--|------------------------|----------|---|--|
|  | Title 1                | SUPC     |   |  |
| 2A. Homework Assistance for English Learners <ul style="list-style-type: none"> <li>• Teacher Additional Hours</li> <li>• Instructional Materials</li> </ul>                 | \$2,500                | \$0      | <ul style="list-style-type: none"> <li>• Students reported the HW assistance was helpful</li> </ul>   | Continue (See Minutes for discussion)  |
| 2C. Implement small group differentiated instruction with blended learning <ul style="list-style-type: none"> <li>• Instructional Materials</li> <li>• Technology</li> </ul> | \$5,000                | \$10,000 | <ul style="list-style-type: none"> <li>• College Tutors provided instructional support for summer bridge; 149 incoming 9<sup>th</sup> graders successfully completed 10 elective credits</li> </ul> | Continue (See Minutes for discussion)  |
| 2D. Instructional Support <ul style="list-style-type: none"> <li>• Bilingual College Tutors</li> </ul>   | \$0                    | \$7,000  | Funds were not spent  | Continue/Modify (Continue to fully support Bilingual tutors, but through Title1 funds)             |

## 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   | 92%                       | 97.6%                   |
| a-g Requirements Completion Rate with a grade of C- or better             | 59%                       | 61.6%                   |
| AP/IB pass Rate (score of 3 or higher)                                    | 53%                       | 40%                     |
| % of Students enrolled in AP/IB Program                                   | 33.7                      | 550 / 25%               |
| # of students completing college credit courses with a C- or better       | -                         | 211 / 9%                |
| CTE Pathway Completion Rate   | -                         |                         |
| ROTC Completion Rate  | -                         | 136 / 6%                |
| Number of students attaining the District and/or State Seal of Biliteracy | -                         | 73                      |

| 2018-19 Actions/Services  | Estimated Expenditures |          | Actual Results<br>Include the metric(s) for evaluating the Action/Service   | SSC's Decision based on the Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|---|------------------------|----------|---|--|
|   | Title 1                | SUPC     |   |  |
| 3A. Curricular Trips:   | \$20,000               | \$15,000 | <ul style="list-style-type: none"> <li>Students attending the CADA conference were equipped with a variety of leadership skills that contributed to engaging their classmates in school activities<br/>Only \$1900 of the allocated \$20,000 was spent</li> </ul> | Continue/Modify (Continue to fully support Curricular Trips, but through SUPC funds)               |
| 3B. AP Review <ul style="list-style-type: none"> <li>Additional Hours</li> </ul>                                      | \$0                    | \$15,000 | <ul style="list-style-type: none"> <li>Over 300 students received tutoring to support them in AP coursework</li> </ul>  | Continue/Modify (Continue to fully support Curricular Trips, but through SUPC funds)               |
| 3C. Promote Culture of Academic Achievement <ul style="list-style-type: none"> <li>Incentives, recognition</li> </ul> | \$0                    | \$6,000  | <ul style="list-style-type: none"> <li>437 students in the fall and 676 students received incentives for their improved behavior/ grades</li> </ul>   | Continue/Modify (Continue to fully support Curricular Trips, but through SUPC funds)               |

## 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         | Proficient                | Proficient              |

| 2018-19 Actions/Services   | Estimated Expenditures |          | Actual Results<br>Include the metric(s) for evaluating the<br>Action/Service   | SSC's Decision based on the<br>Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|--|------------------------|----------|--|---|
|  | Title 1                | SUPC     |  |   |
| 4A. PLCs (ILT, grade level, Dept.) <ul style="list-style-type: none"> <li>• Subs</li> <li>• Additional hourly</li> <li>• Professional reading/books</li> <li>• General Supplies</li> </ul> Instructional materials | Refer to Goal 1        | \$0      | <ul style="list-style-type: none"> <li>- Classroom walkthroughs showed that 80% of teachers are implementing Visible Learning through the posting of Learning Targets.</li> </ul>  | Continue/ Modify (This action will only be reflected in goal 1)                                       |
| 4B. Professional Development <ul style="list-style-type: none"> <li>• Travel and Conferences</li> <li>• Registration fees</li> <li>• Substitute Coverage</li> </ul> Trainings                                      | \$15,000               | \$34,552 | <ul style="list-style-type: none"> <li>• AVID teacher self-reporting showed that approximately 60% of all teachers are leveraging AVID strategies</li> <li>• The CUE conference assisted teachers in preparing for the district's 1-to-1 technology implementation roll-out</li> </ul> | Continue/Modify (Continue to fully support, but the bulk will come from Title 1 funds)                |



## 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  |               |                           |                         |
| Suspension rate:  | SW            | 3.7%                      | 4.9%                    |
|   | FY (homeless) | 16.6%                     | 25%                     |
|   | Hisp          | 3.3%                      | 4.7%                    |
|   | ELL           | 6.6%                      | 7.5%                    |
|   | AA            | 7.8%                      | 11.9%                   |
|   | Sped          | 8.3%                      | 9.7%                    |
| Expulsion rate  |               | 0%                        | 0%                      |
| Attendance Rate   |               | 96%                       | 95.91%                  |
| Chronic Absenteeism Rate                                    |               | 10.8%                     | 12.5%                   |

| 2018-19 Actions/Services   | Estimated Expenditures |          | Actual Results<br>Include the metric(s) for evaluating the Action/Service   | SSC's Decision based on the Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|--|------------------------|----------|---|--|
|  | Title 1                | SUPC     |   |  |
| 5A. Promote Culture of Academic Achievement <ul style="list-style-type: none"> <li>Incentives, recognition</li> </ul>    | Refer to Goal 3        | \$10,000 | <ul style="list-style-type: none"> <li>437 students in the fall and 676 students received incentives for their improved behavior/ grades</li> </ul> |  |
| 5B. Positive Behavior Interventions & Supports (PBIS) <ul style="list-style-type: none"> <li>Additional Hours</li> </ul> | \$6,000                | \$1,500  | <ul style="list-style-type: none"> <li>Saturday enrichment provided math and English instructional supports to accelerate learning</li> </ul>       | Modify (We will have targeted tier 3 intervention)   |

|   |     |         |  |  |
|---|-----|---------|--|--|
| <p>5C. School Safety and Support</p> <ul style="list-style-type: none"> <li>• Radios</li> <li>• Security Cameras</li> </ul> | \$0 | \$5,000 | <ul style="list-style-type: none"> <li>• Funds were not spent</li> </ul> | Continue/Modify (Continue to fully support Curricular Trips, but through SUPC funds) |
|---|-----|---------|--|--|

## 2018-2019 SPSA Annual Evaluation of Effectiveness

| <b>LEA/School GOAL 6: Strengthen Family and Community Engagement</b> <span style="color: red; font-weight: normal;">Sites to complete this table</span> |                           |                         |
|---|---------------------------|-------------------------|
| 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                        | 42                      |
| Parent Engagement and Local Climate Survey  | 600 / 700                 | 32%                     |

| 2018-19 Actions/Services   | Estimated Expenditures |      | Actual Results<br>Include the metric(s) for evaluating the Action/Service   | SSC's Decision based on the Results:<br>Continue<br>Modify (list the modifications)<br>Discontinue |
|--|------------------------|------|---|--|
|  | Title 1                | SUPC |   |  |
| 6A. Parent Involvement <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Instructional materials</li> <li>• General Supplies</li> <li>• Child Care</li> <li>• Additional Hours</li> <li>• Curricular Trips</li> <li>• Conferences</li> </ul> | \$11,000               | \$0  | <ul style="list-style-type: none"> <li>• Parent sign ins                             <ul style="list-style-type: none"> <li>○ ESL Class:                                     <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> semester 40</li> <li>▪ 2<sup>nd</sup> semester 38</li> </ul> </li> <li>○ Nutrition Classes 9</li> <li>○ Work Shops                                     <ul style="list-style-type: none"> <li>▪ Latest Trends among the young 40</li> <li>▪ Suicide Awareness 25</li> <li>▪ Supporting Achievement of EL 15</li> </ul> </li> <li>○ Field Trips                                     <ul style="list-style-type: none"> <li>▪ USC 42</li> <li>▪ CSLA 44</li> <li>▪ UCI 42</li> <li>▪ CSF 50</li> </ul> </li> </ul> </li> </ul> | Continue (See Minutes for discussion)  |
| 6B. Technology <ul style="list-style-type: none"> <li>• Software</li> <li>• Laptops</li> </ul>   | \$3,000                | \$0  | <ul style="list-style-type: none"> <li>○ Computer Class                             <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> semester 32</li> <li>▪ 2<sup>nd</sup> semester 24</li> </ul> </li> </ul>  | Continue (See Minutes for discussion)  |



## 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

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| <p><b>Describe how the evaluation was conducted:</b></p>               | <p>The evaluation was conducted in 1.5 meetings. All SSC members were able to participate in one or both meetings. The discussion involved the presentation of data, teachers and administration providing context around the different data points. Parents asked questions and provided input.</p>   |
| <p><b>Describe the conclusions drawn from the overall results:</b></p> | <p><b>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</b></p> <p>Goals met include:</p> <ul style="list-style-type: none"> <li>• <b>Goal 3</b> <ul style="list-style-type: none"> <li>○ Graduation rate is 97%                             <ul style="list-style-type: none"> <li>▪ Promoting a culture of academic achievement and providing different incentives and recognition.</li> </ul> </li> <li>○ A-G Requirements at 61.6%                             <ul style="list-style-type: none"> <li>▪ Promoting a culture of academic achievement and providing different incentives and recognition.</li> <li>▪ Providing curricular trips helped to encourage and promote a college going culture</li> </ul> </li> </ul> </li> <li>• <b>Goal 4</b> <ul style="list-style-type: none"> <li>○ 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. Staff is given surveys after PD days and on average rated development Proficient.</li> <li>○ Instructional Leadership Team Rating was proficient and met goal. The team meets to discuss next steps to further expand the strategies to the entire staff.</li> </ul> </li> <li>• <b>Goal 6</b> <ul style="list-style-type: none"> <li>○ Family/community engagement average of 42 parents attended our 14 parent/community events.</li> <li>○ Parent Survey 32% of our parents filled out the parent survey.</li> <li>○ Hosted over 14 parent/community events annually, exceeding the goal of 8 events per year. At Coffee with the Principal, Computer Classes, English Classes, and other parent meetings, we ask the parents what they would like to learn more about and we schedule the presenters to come in.</li> </ul> </li> </ul> <p>Teacher felt PLC's were effective in helping to obtain goals and needed to be continued.<br/>Teacher also thought tutoring had the potential to help obtain goals.</p> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <p>Goals not met include:</p> <p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>○ SBAC ELA- Distance from meet goal was 12.2 and our outcome is .5 so our distance from met went decreased from 2018 to 2019.</li> <li>○ SBAC Math- Distance from meet goal was -57.1 and our outcome is -71.1 so our distance from met decreased from 2018 to 2019.             <ul style="list-style-type: none"> <li>○ Although we did not meet our goals data showed that we had significant cohort level growth in ELA.                     <ul style="list-style-type: none"> <li>○ Mr. Abernathy explained that although there are scheduled Professional Development days, more time is needed for teachers to continue to develop collaborative curriculum and that with so many initiatives (WSC, D.O. Training, 1to 1 training) the scheduled P.D. days were not enough. Dr. Pierce agreed with Mr. Abernathy and stated that the additional time is beneficial when it comes to collaboration with peers.</li> <li>○ Jones related that after school tutoring was available to all student's school wide. The availability of after school tutoring has significantly affected the D/F ratio.</li> <li>○ Mr. Abernathy stated that there will not be a need for laptops as Kaiser is going 1 to 1, which means every student will be issued a tablet. However, there is still a need to upgrade the technology we already have. Old TV monitors need to be replaced in most classes. Projectors need to be replaced as well.</li> </ul> </li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ Mr. Jones discussed the Summer Bridge Program sharing that the program had been opened up to a greater population of incoming 9th graders. He explained that each successful participant earns 10 credits upon completion of the program and that they rotate through an introduction of the various pathways offered on campus in order to help them choose the pathway they would like to take. It also addressed the state health requirement as that class was part of Summer Bridge. Evelyn Hernandez added that it helps familiarize students with the campus.</li> <li>○ Documentation for progress monitoring was lacking from the previous year.</li> </ul> <p><b>Goal 2</b></p> <ul style="list-style-type: none"> <li>○ English Learner Math SBAC distance from met goal was -76 and our outcome is -108.</li> <li>○ English Learner SBAC distance from met goal was -136 and our outcome is -177.             <ul style="list-style-type: none"> <li>○ Mr. Abernathy stated that having homework assistance for our English Learners is an integral part of their success here at Kaiser. Mr. Jones explained that ELA students are not excluded from other available tutoring programs but given this additional opportunity.</li> <li>○ Small group instruction is integral to the success of our ELA students and should be continued.</li> <li>○ Documentation for progress monitoring was lacking from the previous year.</li> </ul> </li> </ul> <p><b>Goal 3</b></p> <ul style="list-style-type: none"> <li>○ AP pass rate goal was 53% our outcome is 40%</li> <li>○ # of students enrolled in AP Program goal was 33.7% our outcome was 25%             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> <p><b>Goal 5</b></p> <ul style="list-style-type: none"> <li>○ Suspension data was not met. Every subgroup increased</li> <li>○ SW from 3.7 to 4.9</li> <li>○ FY from 16.6 to 25%</li> <li>○ ELL from 6.6 to 7.5</li> <li>○ AA from 7.8 to 11.9</li> <li>○ Sped from 8.3 to 9.7             <ul style="list-style-type: none"> <li>○ Mr. Abernathy explained that there is a connection between suspension and graduation. He admitted that although our suspension rate was higher than our goal, the Kaiser campus was safe. He explained that with the addition of added security and cameras our suspension rate would increase as security and supervision has increased.                 <ul style="list-style-type: none"> <li>▪ We are targeting students who historically have not engaged positively with school and providing proactive chats</li> <li>▪ We are hiring a company to come in and provide social emotional learning to help students do reflective work.</li> </ul> </li> </ul> </li> </ul> <p>Teacher felt She thought Link Crew could be more effective.</p> <p>Teacher questioned the effectiveness of tutoring for ELA due to the lack of teacher involvement.</p> <p>Parent asked about the implementation of 1 on 1 technology, specifically if the tablets students were to receive were able to connect to the internet.</p> |
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|  |   |
|--|---|
|  | <p><b>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?</b></p> <p>Performance gaps were discussed- Kaiser High school has the highest graduation rate for African American students and our Foster Youth outperform other districts as well. It was recognized that we need to work on lowering the suspension rate among our Special Education population.</p> <p><b>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)?</b></p> |
|  |   |

### 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**

| <b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>   |                  |                           |
|---|------------------|---------------------------|
| High School Metrics/Indicators  | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| SBAC ELA for Grade 11: <b>Change</b> in average scaled score points from Meets Standards<br><i>(Change in Distance from Standard or DFS)</i>  | .5               | 10.5                      |
| SBAC Math for Grade 11: <b>Change</b> in average scaled score points from Meets Standards<br><i>(Change in Distance from Standard or DFS)</i> | -71.1            | 56.1                      |
| Depth of Knowledge - % of classrooms visited demonstrate Level 3 strategic thinking   |                  |                           |

|                            |   |
|----------------------------|---|
| <b>Identified Need(s):</b> | <p><b>Teachers need to participate in PLC’s to collaborate and explore best practices, do data analysis, and plan for differentiated instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers need Professional Development to improve instructional practices and implement research based practices. (Teachers will work with PBL consultant and attend AVID conferences)</b></li> <li>• <b>Students need extended learning opportunities.</b></li> <li>• <b>Students and teachers need updated technology for differentiated instruction.</b></li> </ul> |
|----------------------------|---|

| <b>SWP Requirements:</b><br>[ESSA section 1114(b)(7)]<br>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:                               | <b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>   | <b>TIMEFRAME(s)</b> |
|--|---|---------------------|
| Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards   | PLCs will meet to develop common lessons and assessments in order to address State academic standards. As well as analyze data that is relevant to their PLC. Teachers will disaggregate sub-group data and strategize how to better serve subgroups based on the data. | 8/19 – 1/20         |
| 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 | Leverage PBL strategies<br>Maximize 1:1 Technology initiative<br>Leverage culturally responsive pedagogy to address struggling sub-groups   | 8/19 – 1/20         |



|   |   |                    |
|---|---|--------------------|
| <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"> <li>• The use of ACE (Answer Cite Explain) strategy to strengthen writing in the classrooms</li> <li>• Small group instruction to provide differentiated supports for flexible groupings of students</li> <li>• Provide intervention after school for students that are not meeting standards and strategically address the needs of specific students.</li> </ul> | <p>8/19 – 1/20</p> |
|---|---|--------------------|

| <p><b>2019-20 Evidence-based Actions/Services</b><br/> <b>Must address the Identified Needs</b></p>  | <p><b>Metric(s) for evaluating Action/Service</b><br/>                     Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p> | <p><b>Pupils to be served</b></p> | <p><b>Person(s) Responsible</b></p>                          | <p><b>2019-20 Estimated Cost</b></p> |
|--|--|-----------------------------------|--|--------------------------------------|
|  | <p><b>Title 1</b></p>  |                                   |  |                                      |
| <p>1A. PLCs and Professional Development (ILT, grade level, Dept.)</p> <ul style="list-style-type: none"> <li>• Subs &amp; additional hourly</li> <li>• Professional reading/books</li> <li>• Math and ELA Professional Development (outside consultant, conference/travel)</li> </ul> | <p>Interim Assessment Data</p>   | <p>All Students</p>               | <p>Mr. Garcia<br/>Dr. Pierce<br/>Ms. Gutierrez</p>           | <p>54,000</p>                        |
| <p>1B. Extended learning opportunities</p> <ul style="list-style-type: none"> <li>• Homework assistance, Intervention, and Saturday Enrichment</li> <li>• Data Analysis (students set goals and work toward mastering key content)</li> <li>• Summer Bridge Program</li> </ul>         | <p>The D/F ratio of the students that are attending homework assistance.<br/><br/>Interim Assessment Data</p>  | <p>All Students</p>               | <p>Mr. Jones<br/>Ms. Shaw<br/>Mr. Garcia<br/>Mr. Cardosi</p> | <p>87,179</p>                        |
| <p>1D. Implement small group differentiated instruction with blended learning</p> <ul style="list-style-type: none"> <li>• Flexible Seating</li> <li>o Laptops</li> <li>o Software</li> <li>o Instructional resources</li> </ul>   | <p>Interim Assessment Data</p>   | <p>All Students</p>               | <p>Mr. Garcia<br/>Dr. Pierce<br/>Ms. Gutierrez</p>           | <p>38,000</p>                        |
|  |  |                                   |  |                                      |
| <p><b>Total Estimated Cost for This Goal:</b></p>  |  |                                   |  | <p>179,179</p>                       |

| 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   | 3.4  | ≥12.6%                              |
| SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards         | -108.9                                       | -98.9 =2019 Site EL DFS + 10 points |
| SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards | -177.8                                       | -171.8 =2019 Site EL DFS + 6 points |

|                            |   |
|----------------------------|---|
| <b>Identified Need(s):</b> | <ul style="list-style-type: none"> <li>• Students need homework assistance for English Learners needs.</li> <li>• Additional supplemental materials are necessary to keep meeting goal.</li> <li>• Students need small group differentiated instruction.</li> </ul> |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services<br>Must address the Identified Needs   | Metric(s) for evaluating Action/Service<br>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                |
| 2A. Homework Assistance for English Learners <ul style="list-style-type: none"> <li>• Teacher Additional Hours</li> <li>• Instructional Materials</li> </ul> | Interim Assessment Data  | English Learners    | Mr. Garcia & Ms. Marchis | 2,500                  |
| 2C. Implement small group differentiated instruction with blended learning<br>Software<br>Bilingual College Tutors   | Interim Assessment Data  | English Learners    | Mr. Garcia & Ms. Marchis | 10,000                 |
| <b>Total Estimated Cost for This Goal:</b>   |  |                     |                          | 12,500                 |

| LEA/School GOAL 3: Increase Graduation and College & Career Readiness     |                  |                           |
|---|------------------|---------------------------|
| Metrics/Indicators (High School)  | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Naviance (# Visits)   | 800              |                           |
| Graduation Rate   | 97.6             | 97.6                      |
| a-g Requirements Completion Rate with a grade of C- or better             | 61.6             | 66.6                      |
| AP/IB pass Rate (score of 3 or higher)                                    | 40%              | ≥ 58%                     |
| % of Students enrolled in AP/IB Program                                   | 550 / 25%        | ≥ 35%                     |
| # of students completing college credit courses with a C- or better       | 211 / 9%         |                           |
| CTE Pathway Completion Rate   |                  |                           |
| ROTC Completion Rate  | 136 /6%          | ≥ 94.2%                   |
| Number of students attaining the District and/or State Seal of Biliteracy | 73               |                           |

|                            |  |
|----------------------------|--|
| <b>Identified Need(s):</b> | <b>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC)</b> |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services<br>Must address the Identified Needs | Metric(s) for evaluating Action/Service<br>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                |
|  |   |                     |                       |                        |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
| <b>Total Estimated Cost for This Goal:</b> |  |  |  |  |

| LEA/School GOAL 4: Cultivate Effective Teachers and Leaders <b>Sites to complete this table</b> |                  |                           |
|---|------------------|---------------------------|
| Metrics/Indicators  | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Certificated Professional Development Rating  | Proficient       | Proficient                |
| Instructional Leadership Team Rating  | Proficient       | Proficient                |

|                            |  |
|----------------------------|--|
| <b>Identified Need(s):</b> | <b>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</b> |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services<br>Must address the Identified Needs | Metric(s) for evaluating Action/Service<br>Include metrics for monitoring progress (such as walk-throughs, PLC agendas) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|---|---------------------|-----------------------|------------------------|
|  |   |                     |                       | Title 1                |
|  |   |                     |                       |                        |
|  |   |                     |                       |                        |
| <b>Total Estimated Cost for This Goal:</b>                                   |   |                     |                       |                        |

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates |               |                  |                             |
|---|---------------|------------------|-----------------------------|
| Metrics/Indicators  |               | 2018-19 Outcomes | 2019-20 Expected Outcomes   |
| Dropout rate  |               |                  | ≤ 5.8% AND decrease of 0.5% |
| Suspension rate:  | SW            | 4.9%             | ≤ 3.9%                      |
|   | FY (homeless) | 25%              | ≤ 24%                       |
|   | Hisp          | 4.7%             | ≤ 3.7%                      |
|   | ELL           | 7.5%             | ≤ 6.5%                      |
|   | AA            | 11.9%            | ≤ 10.9%                     |
|   | Sped          | 9.7%             | ≤ 8.7%                      |
| Expulsion rate  |               | 0%               | 0%                          |
| Attendance Rate   |               | 95.91%           | 96%                         |
| Chronic Absenteeism   |               | 12.5%            | 11.5                        |

|                            |   |
|----------------------------|---|
| <b>Identified Need(s):</b> | <b>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</b> |
|----------------------------|---|

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



| LEA/School GOAL 6: Strengthen Family and Community Engagement <b>Sites to complete this table</b>                 |                    |                           |
|---|--------------------|---------------------------|
| 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 | Average 42 Parents | 50 Parents                |
| Parent Engagement and Local Climate Survey  | 672 Parents        | 700 Parents               |

|   |   |
|---|---|
| <b>Identified Need(s):</b>  | * Need to increase parent knowledge about Advance Placement courses and assessment and A-G Requirements.                                  |
|   | * Need to increase parent participation at after school events (i.e. Back to school Night, Math Night, Parent Workshops/Trainings, etc.). |
| <p><b>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.</b></p> |   |

| 2019-20 Evidence-based Actions/Services<br>Must address the Identified Needs   | Metric(s) for evaluating Action/Service<br>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<br><i>May not be used for food</i> |
| 6A. Provide educational training/workshops <ul style="list-style-type: none"> <li>Workshops, Conferences, Trainings and Curricular Trips</li> <li>Child Care</li> <li>Additional Hours</li> <li>Laptops</li> <li>Software</li> </ul> | <ul style="list-style-type: none"> <li>Parent Sign</li> <li>Parent participation in computer classes</li> </ul>  | All Students        | Mr. Abernathy<br>Dr. Logan<br>Ms. Reynoso<br>Mr. Jones | \$7,944                                    |
| <b>Total Estimated Cost for This Goal:</b>   |  |                     |  | \$7,944                                    |



**Unfunded School Site Council Priorities**

| Actions/Services                                     | Pupils to be served | Estimated Cost | Person(s) Responsible  |
|--|---------------------|----------------|--|
|  |                     |                |  |
| Instructional Training and PD for 1:1 Implementation | All Students        | \$25,000       | Mr. Jones<br>Mr. Garcia<br>Ms. Seymour<br>Ms. Alvarenga<br>Mr. Finch |
| Build More Robust Summer Bridge Program              | 9 <sup>th</sup>     | \$30,000       | Mr. Jones<br>Mr. Garcia<br>Mr. Cardosi                               |
| Avid Strategy PD                                     | All Students        | \$10,000       | Ms. Johnson  |
| PBL Training   | All Students        | \$25,000       | Mr. Jones<br>Mr. Garcia  |
|  |                     |                |  |
|  |                     |                |  |
|  |                     |                |  |
|  |                     |                |  |
|  |                     |                |  |

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

| Federal Programs  |   | Allocation   |
|---|---|--------------|
| <input checked="" type="checkbox"/>                           | <b>Title I, Part A: Allocation including carryover</b><br>Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.   | \$199,623.00 |
| <input checked="" type="checkbox"/>                           | <b>Title I, Part A: Parent and Family Engagement</b><br>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). | \$6,738.00   |
| <b>Total amount of federal funds allocated to this school</b> |   | \$199,623.00 |

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

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

## 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 |
|----------------------|--|----------------|----------------|-----------------|
| Terry Abernathy      | Principal                              | Not-Applicable | Non-Applicable | 1               |
| Liliana Galdamez     | Classroom Teacher                      | 2 years        | June 2020      | 1               |
| Veronica Pierce      | Classroom Teacher                      | 2 years        | June 2020      | 1               |
| Erik Marroquin       | Classroom Teacher                      | 2 years        | June 2021      | 1               |
| Robert Gandapermana  | Classroom Teacher                      | 2 years        | June 2021      | 1               |
| Rachel Flores        | Other Staff Member (Specify): Clerical | 2 years        | June 2021      | 1               |
| <b>Sub Total: 6</b>  |  |                |                |                 |
| Alma Maciel          | Parent/Community Member                | 2 years        | June 2021      | 1               |
| Maria Guadalupe Vega | Parent/Community Member                | 2 years        | June 2021      | 1               |
| Evelyn Hernandez     | Parent/Community Member                | 2 years        | June 2021      | 1               |
| Carolina Bartolo     | Student Member                         | 1 year         | June 2020      | 1               |
| Andrea Garcia        | Student Member                         | 1 year         | June 2020      | 1               |
| Kayla Perez          | Student Member                         | 1 year         | June 2020      | 1               |
| <b>Sub Total: 6</b>  |  |                |                |                 |
| <b>Total: 12</b>     |  |                |                |                 |

## 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: 11/6/2019.

Attested:

Terry Abernathy  
 Typed name of School Principal

\_\_\_\_\_  
 Signature of School Principal

11/6/19  
 Date

Veronica Pierce  
 Typed name of SSC Chairperson

\_\_\_\_\_  
 Signature of SSC Chairperson

11/6/19  
 Date