

2017-2020 Single Plan for Student Achievement (SPSA)			SPSA Year: <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20	
School Name and School Code	Summit High School 36-67710-0108191		SSC Approval Date:	
School Address	15551 Summit Avenue Fontana, CA 92336		Local Governing Board Approval Date: _____	
Name of Principal	Renee Castanon	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5950 Renee.Castanon@fusd.net	
Name of SSC Chairperson	Steve Jennings	Phone # and Email	909-357-5950 JennSP@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)

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>SUMMIT HIGH SCHOOL MISSION STATEMENT: Summit High School will provide every student an engaging, rigorous, and comprehensive educational program that is aligned to the state and Common Core standards and taught in a safe, respectful, and supportive environment. The Student Learner Outcomes (SLOs) are as follows:</p> <p>Self-Directed Learners who -</p> <ul style="list-style-type: none"> - Take personal responsibility for setting and achieving short and long-term goals. - appreciate diversity and use inclusive and informed approaches to resolve conflicts through positive actions. - demonstrate critical thinking by identifying, assessing, and analyzing information from a variety of sources. <p>Organized Individuals who –</p> <ul style="list-style-type: none"> - attend classes regularly and punctually with all necessary materials. - demonstrate appropriate work habits and organizational skills. - research options and establish a post-secondary plan. <p>Articulate Communicators who –</p> <ul style="list-style-type: none"> - convey ideas through oral and written expression, using effective organization, correct grammar, and appropriate language and register. - listen and read to understand and interpret concepts and ideas. - use a variety of tools, including technology, to research and present information. <p>Real-Life Problem Solvers who –</p> <ul style="list-style-type: none"> - break tasks into manageable steps. - demonstrate a strong foundation in deductive and inductive reasoning. - consider, select, and apply strategies, skills and concepts to find appropriate, effective, and creative solutions. - Effectively weigh positive and negative consequences of their choices.
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Summit’s current enrollment is 2526 with 1240 female students and 1286 male students. There are 598 ninth grade students, 712 tenth grade students, 635 eleventh grade students and 581 twelfth grade students. Gender data indicates that there is no meaningful difference between the number of males and females on the Summit High School campus. Fifty colleges and universities are located within a 50 mile radius of Fontana. There are 23, for-profit, trade and technical schools; 7 community colleges; 2 state universities; 1 polytechnic university; 1 University of California; and 16 non-profit, private colleges and/or universities (<i>eachtown.com, 2015</i>).</p>

<p>SPSA HIGHLIGHTS and WASC ACTION GOALS (bullet points)</p>	<ul style="list-style-type: none"> • Maintenance PD for Math teachers, including Math IST with services to include Interim assessments aligned to IM1, IM2, and IM3 classes. • Enhancement and strengthening the STEM/ICT program – sections of Robotics, IM1-ICT, IM2ICT with emphasis on robotics; Spanish ICT classes. • The Summer Bridge Program focused on STEM concepts, including Programming and Robotics, which are fundamental courses for Computer Science Applications. • English Learners have been appropriately placed in SEI ELA and Math classes, with continued support. • Math teachers used practice tests that are CAASPP-like to create assessments to gauge student progress in mathematical concepts. • Summit has formed a Parent Link Crew group, first of its kind in the school district. • WASC Action Goal 1: Develop and support intervention to meet the needs of 9-11 students, especially in core subject classes. • WASC Action Goal 2: Create and support programs to increase learning for significant subgroups such as GATE, Students with Disabilities, African Americans, and English Learners. • WASC Action Goal 3: Improve CAASPP scores and implement Common Core Standards. • WASC Action Goal 4: Share and use assessment data to improve instruction and identify students who are meeting/not meeting learning goals set by PLCs, Common Core Standards, College Board, etc.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Targeted tutoring for 9th grade students using Link Crew as Peer Tutors. Tutors pull out 9th grade students that are failing or near failing (grades are checked on Q) and offer assistance in all core subjects. Study skills like Cornell note-taking and other successful strategies are demonstrated to students. • Targeted math tutoring of each Monday of the month, focusing on IM1, IM2 and IM3 workshops. Students are assigned to the Homework Center (M,T,Th) to gain mastery in each unit of study. At the end of each tutoring session, students are tracked by Math IST to gather information of follow-up if there has been demonstration of mastery in the curriculum student received tutoring services. • Increase in enrollment in the STEM Pathway. • Several new CTE Pathway options are now a-g approved.
<p>MOONSHOT</p>	<p>The mission of the Global Business & Innovation Academy is to give students a solid foundation in marketing, economics, finance, and language aspects of global business in preparation of their post-secondary study in any field of their choice. The graduates of our academy will have a strong academic and computer technology foundation preparing them for the highly competitive, continuously and rapidly changing global environment. Our goal is to provide students with the opportunity to earn an Associate of Arts degree at graduation.</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: Change in average scaled score points from Meets Standards	26.3	3
SBAC Math for Grades 11: Change in average scaled score points from Meets Standards	44.5	--66
Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking.	32%	28%

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 Homework Center – <ul style="list-style-type: none"> Teacher hrly NTE 424 hours Tutors (college students) NTE 50 hrs. ea. For 2 tutors hours Homework center supplies 	\$25,458.00	\$2,500.00	<ul style="list-style-type: none"> Approximately 60-80 students attend the Homework Center twice a week with referrals to demonstrate work prior to a classroom retake The Monday Math workshops are attended with 150 students for IM1; 80 students for IM2, and 70-75 students for IM3 Ds and Fs data for 18-19 show a decrease for 2nd semester in Math and English 	Continue
1B Summer Bridge program	\$70,327.00	\$8,714.00	<ul style="list-style-type: none"> 155 incoming 9th grade students were serviced during Summer Bridge 18-19. Data shows that first semester grades, 74 students received a grade of C- or better. Q report shows that students that attended Bridge had an avg. GPA of 2.8 while non-attendees had a 2.5 average. 	Continue with modifications

<p>1C Instructional Technology</p>	<p>\$24,703.00</p>	<p>\$24,867.00</p>	<ul style="list-style-type: none"> Approximately 10 Technology Work Orders per week. At the end of the school year, 95% of work orders were completed. Teachers are able to post assignments and grades in a timely manner. 	<p>Moved to another funding source</p>
<p>1D College Tutors</p> <ul style="list-style-type: none"> Lead in tutorials for students that need assistance in subjects including core subjects and electives NTE 1200 1st Semester and NTE 1600 2nd Semester 	<p>\$31,304.00</p>		<ul style="list-style-type: none"> Increase student passing rate of core classes (math, English) – 18-19 S2 grades showed a slight increase in A, B and C final grades. 538 11th grade students, 67.5% met or exceeded ELA SBAC summative assessments while 30.1% met or exceed math. 	<p>Continue</p>

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	≥12.6%	
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	--83.1	
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-120.8	

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		
2A EL Supplemental supplies	\$1,631.00		<ul style="list-style-type: none"> Decrease in reclassification rates (from 48 to 12), increase of EL Learners (264 to 283), with a variety of languages including dialects 	Continue
2B Conferences- Teachers and parents to Professional Development conferences such as CABE, GLAD and IE Stars to support EL students in the reclassification process and students to continue on track for Seal of Biliteracy	\$9,500.00		<ul style="list-style-type: none"> Learning Targets in core classes as Evidence in Walkthrough tool of teachers using SDAIE, GLAD and WICOR as seen during WASC Visitation 2019 (30 walkthroughs a week) 	Continue

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	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A Teacher professional development Consultant and Math PD	\$29,300.00		<ul style="list-style-type: none"> This action has been discontinued. The contract with the consultant was on a monitoring basis for the 18-19 year, demonstrating additional strategies for IM1 and IM2 	Discontinue – Contract Complete Follow up will now be in PLCs with Math IST
4B Provide training for teachers at AP, Conferences, STEM, AVID and other specialized classes including registration, hotel, travel claims and subs.		\$35,650.00		Moved to another funding source
4C Provide differentiated instruction for students not meeting Proficiency on SBAC: Read 180, IM1A, IM1B and Math IST.	\$18,000.00		<ul style="list-style-type: none"> Increase in SBAC results – 67.5% met or exceeded ELA Summative assessments; 30.1% met or exceeded Math Summative assessments. 	Continue

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			.1	Data available after 10/19
Suspension rate:	SW		3.4%	4.7%
	FY (homeless)			12.9%
	Hisp		3.8%	4.8%
	ELL		5.1%	7.1%
	AA		5.7%	6.3%
	Sped		8.6%	9.6%
Expulsion rate			0.3%	0.1%
Attendance Rate			96.0%	95.85%
Chronic Absenteeism Rate			9.75%	11.6%

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		
5A Perfect attendance – certificates and raffle every two months (supplies)	\$2,000.00		<ul style="list-style-type: none"> The attendance rate has been maintained at 95.85% from 17-18 to 18-19. Suspension rate decreased to 4.7% 	Continue

<p>5B Engaging students to decrease dropout rates</p> <ul style="list-style-type: none"> • Link Crew <ul style="list-style-type: none"> ○ Teacher hourly P-47 (\$1,500) ○ Training (\$800.00) ○ Other Supplies (\$300.00) 	<p>\$7,600.00</p>		<ul style="list-style-type: none"> • Decrease Ds and Fs in 9th grade classes • Decrease number of referrals 	<p>Continue</p>
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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 Coffee With the Principal; FAFSA, AP Parent Night; 12th grade Parent Night Computer Classes for Parents (Triunfa Y Superate); AVID College Night	<ul style="list-style-type: none"> An average of 20-25 parents for Coffee with the Principal; Over 150 parents to AP Night; 50-70 parents for FAFSA night 60 Parents per AVID session; 25 parents for each session of Computer classes 	Average of 30 parents during Coffee with the Principal; 200 students and parents at AP Parent Night; Math Night had over 190 students and parents participate; 55 parents for AVID Parent Night; 4 classes of 25 parents for Computer classes
Parent Engagement and Local Climate Survey	28.0%	28% of households participated in Parent Survey

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		
<ul style="list-style-type: none"> Title I parent meeting, printing and snacks, coffee with the principal Additional Hours for the Outreach Liaison to assist parent computer class instructor with parents that attend the workshops Additional 54 hrs. 1st semester 54 hours for 2nd semester College application and FAFSA workshops Parent center computer classes - Maintenance for parent center laptops, projectors, etc. Parent workshops – Instructional supplies instructional materials 	\$5,600.00		<ul style="list-style-type: none"> Parent classes are attended by 15-20 parents for each session. Our Community Outreach Liaison saw an average of 5-6 parents per school day (sign in sheet average) 63.46% of parents have accessed Parent Q (1,572) 28% of parents completed the Annual Survey 	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		309/43.0%

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 Success Club for at-risk students 10-11 grade • Consultant • 1 st semester • 2 nd semester • Success Club Teacher hourly NTE 60	\$3,000.00	\$7,000.00	<ul style="list-style-type: none"> Pull-out for tutoring of 10-11 grade students averages between 5-10 students per day. Decrease of fail rate in core classes. 	Moved to another Funding Source
7B Schoolwide Positive Behavioral Interventions Systems (SWPIS) • Certificate paper, award, IDs, trophies, balloons, etc. • Awards such as T-shirts, bracelets, etc. (Students = \$1,000.00); (Employees = \$3,000.00)	\$4,800.00		<ul style="list-style-type: none"> School-wide attendance at 95.85% Over 200 students with Perfect Attendance 	Continue
7C Conferences to promote prevention/awareness for gangs and drug use	\$500.00 NTE		<ul style="list-style-type: none"> Reduction on number of suspensions related to drug/alcohol use (repeat offenders), other 48900 violations – N= 267 to 69 	Continue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>Data has been gathered throughout the 18-19 school year. Beginning in January of 2019, data from 1st semester grades for the 9th grade Summer Bridge students was discussed in School Site Council. Each month thereafter, and up to May, 2019, SSC was informed at each meeting the status of Categorical Action/Services. The last week of May, 2019 all data was completed except for the final grades for the semester, SBAC scores, and AP results. In September, 2019, this information was shared with the Leadership Team and again in October with School Site Council.</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 1:</p> <ul style="list-style-type: none"> - SBAC scores for ELA grade 11. The 2019 DFS is 41, with the expected outcome to be 51. For the 2018-19 school year, there was an increase in students meeting or exceeding standards (68% 18-19; 61% 17-18). Additional tutoring with ELA teachers working on Writer’s Workshop in addition to strong practice sessions on Interim Assessments created opportunities for students to study Performance Task (PT)- like questions on the SBAC. - The testing schedule changed from previous years – students remained with their ELA teacher for an entire 6 period block to complete both the CAT and PT portion of the exams. We believe the fact that students were able to work at their pace during the school day without going from class to class and not being assigned any other academic courseload for that week helped lower test anxiety. <p>Goal 3:</p> <ul style="list-style-type: none"> - Naviance visits totaled 1579, with more access to lessons to be administered as counselors push through into classrooms. - Our graduation rate was met with 94.3% with an A-G completion rate of 54.1% - The AP completion rate resulted in 27% of students (N=709) successfully completing an AP course with a C- or better. - 19% of our students (N=501) completed dual enrollment courses/college credit with a C- or better. <p>Goal 4:</p> <ul style="list-style-type: none"> - An increase in SBAC and ELA scores due to a cohesiveness within PLCs. Professional development sessions in ELA, Math, Science, History and CTE has increased the knowledge base of instructional strategies of all courses. - The ILT (Instructional Leadership Team) continues to move forward toward a Proficient level. District support continues to assist in the development of this team. - PLCs must continue to analyze data through tools as EADMS to further drive instruction.

	<p>Goal 6</p> <ul style="list-style-type: none"> - Our goal was met with the number of workshops offered to parents throughout the school year. In particular, our parent computer classes allowed parents not only to electronically reach out to teachers (Via email and Google translate), but also to access and navigate Q Parent Connect. <p>Goal 7</p> <ul style="list-style-type: none"> - The Success Club for at-risk students helps identify students for additional academic and social/emotional support. Assistance is 1:1 with Link Crew students assisting 9th graders – they are pulled from electives when a query run shows they are failing core courses. Students are tutored and mentored to use the strategies as taught during the pull-out Link Crew time. Students are also referred to Peer Leaders when there is an apparent or suspect social-emotional issue. - The school has also witnessed an increase in positive school culture and inclusion of school activities such as rallies, dances and sports events with increased attendance. <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>Goal 1:</p> <ul style="list-style-type: none"> - SBAC Scores for Math grade 11. The change in Distance from Standard is -56 points. In 2017-18 school year, 28% of students met or exceeded standards. For the 2018-19 school year, 30% of students met or exceeded the standard. Teachers need to plan in their PLC time for more effective strategies. This year, the use of Interim Assessments should demonstrate another significant gain. math teachers need to plan in their PLC time for more effective strategies. <p>Goal 2:</p> <ul style="list-style-type: none"> - The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English Language Learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification this year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop in reclassification rates was directly related to the changes in the assessments and reclassification criteria. - The reclassification rate was 4.5%, not meeting the rate. - Our 11th grade EL SBAC in English was -77.7 and -163.1 for math. The EL Department continues to work with staff on the use of successful strategies that will help increase capacity.
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	<p>Goal 3:</p> <ul style="list-style-type: none"> - The number of students attaining the Seal of Biliteracy decreased to 66. Many students were not prepared to meet all the requirements to qualify for the State or District Seal. This year, our Modern Languages department chair along with the AP Coordinator are working to prepare students with practice interview skills, including writing. Completion of the application process is also assisted by District Office EL TOAs that work with candidates on interview skills. <p>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</p> <p>The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English Language Learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification this year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop in reclassification rates was directly related to the changes in the assessments and reclassification criteria.</p> <p>The Special Education population continues to assess below standards. This is across all assessments – math and ELA in SBAC as well as low attendance in AP courses and Honors classes. The inclusion model helps the Resource students to increase rigor during instruction for both math and English classes. PD in English and math teachers continue, with emphasis on writing and short answer responses in math.</p> <p>What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?</p> <p>Increased PLC time for collaboration on writing and executing Interim Assessments will help students feel more at ease during SBAC. Continued support for ILT as the driving force in how to disseminate and use the resulting data of the Interim Assessments to further drive instruction.</p>
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2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
High School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards	41	51
SBAC Math for Grade 11: Change in average scaled score points from Meets Standards	-56	-41
Depth of Knowledge - % of classrooms visited demonstrate Level 3 strategic thinking	32%	36%

Identified Need(s):	<ul style="list-style-type: none"> Students need extended learning opportunities to master core curriculum through lunch, tutoring before and after school. Teachers need to continue developing common interim assessments during PLC collaboration. Students need differentiation to meet grade level standards through blended learning and small groups. Teachers need to use WICOR strategies as created in PLCs for daily Learning Targets. Teachers and counselors need to publicize extended learning opportunities through different means (TV Pro, TV monitors, daily bulletin). Teachers need to share and use assessment data to improve instruction and identify students who are meeting/not meeting learning goals set by PLCs, Common Core Standards, College Board, etc.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> Data assessment results will be used to place students in tutoring for reteaching and mastering concepts. Data from incoming ninth grade students at risk of retention will be used to refer students to the Summer Bridge program 	Three times a week for the duration of the school year

	<ul style="list-style-type: none"> Results from Interim Assessment Benchmarks (IABs) and Performance Task (PT)-like practice assessments will be used for reteaching opportunities in order to gain mastery. 	
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"> Assign off track to graduation students to core courses through computer-based instruction (0,7 periods) in order to increase passing rate of graduation requirements. 	Summer Bridge Program (June 2020)
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	<ul style="list-style-type: none"> College tutors push into academic core subjects to support students. Two grade levels, 9-10 have adopted the inclusion model which allows for SPED students to have instruction and continued support from both a general and special education teacher. Continue to offer practice tests during extended learning opportunities for mastery. 	College tutors in classes every day and available for after school and lunchtime tutoring

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A Extended Learning Opportunities <ul style="list-style-type: none"> Homework Center – <ul style="list-style-type: none"> Teacher hrly NTE 424 hours Math Workshops Summer Bridge Program 	<ul style="list-style-type: none"> Increase of grade in assessments (pre/post) D/F reduction during 1st semester Reduction in referrals 	<ul style="list-style-type: none"> All Students Incoming 9th grade students at risk of failure 	Administration Teachers	\$99,395.00
1B Engaging students to decrease dropout rates <ul style="list-style-type: none"> Link Crew <ul style="list-style-type: none"> Other Supplies 	<ul style="list-style-type: none"> Decrease of D and F grades for 9th grade students 	9 th grade	Administration	\$100.00
1C Provide differentiated instruction for students not meeting Proficiency: Read 180, IM1A, IM1B and Math IST. <ul style="list-style-type: none"> Supplemental Printing and Resources 	<ul style="list-style-type: none"> Increase in MAP scores for IM1 and Read 180 students 	At-Risk Students	Math IST ELA IST Administration	\$450.00

1D College Tutors <ul style="list-style-type: none"> Lead in tutorials for students that need assistance in subjects including core subjects and electives. 	<ul style="list-style-type: none"> Increase of passing grades in core courses where tutors are pushing in to classes 	All Students	Administration Teachers	\$19,646.00
1F PLCs <ul style="list-style-type: none"> Teacher Planning Time IAB's WICOR 	<ul style="list-style-type: none"> Sign-ins Grades MAPs 	All Students	Administration Teachers	
Total Estimated Cost for This Goal:				\$119,591.00

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	4.5	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-77.7	-67.7
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-163.1	- 157.1

Identified Need(s):	<ul style="list-style-type: none"> Teachers and counselors need to encourage ELs on attending extended learning opportunities Teachers need to incorporate designated instructional strategies in PLC common lesson planning to target Level 4 ELs.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Differentiation <ul style="list-style-type: none"> EL Supplemental Supplies (Visuals, diagrams, translators to a variety of languages) Blended Learning Extended Day Opportunities 	<ul style="list-style-type: none"> passing grades in core classes. 	EL students	EL Site Monitor EL Department Chair Administration	\$800.00

2B Professional Development in <ul style="list-style-type: none"> • EL Strategies • AVID Strategies (WICOR) 	Sign-ins, Walkthroughs	EL Students	EL Site Monitor Administration	
Total Estimated Cost for This Goal:				\$800.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators (High School)	2018-19 Outcomes	2019-20 Expected Outcomes
Naviance (# Visits)	1579 Visits	1650 Visits
Graduation Rate	94.3%	95.0%
a-g Requirements Completion Rate with a grade of C- or better	54.1%	59.0%
AP/IB pass Rate (score of 3 or higher)	47.0%	52.0%
% of Students enrolled in AP/IB Program	709 ~ 27.0%	30.0%
# of students completing college credit courses with a C- or better	501 ~ 19.0%	25.0%
CTE Pathway Completion Rate	7.0%	15.0%
ROTC Completion Rate	N/A	N/A
Number of students attaining the District and/or State Seal of Biliteracy	66	85

Identified Need(s):	<ul style="list-style-type: none"> Teachers will utilize test preparation strategies during extended learning opportunities (SAT/PSAT/AP workshops) Counselors will continue to monitor students to ensure they have met a-g requirements, including application for FAFSA and UC/CSUs. Through the common-PLC created learning targets, teachers will clarify each goal set before instruction. Increase the number of AP offerings. Increase the number of students enrolled in a CTE Pathway. Increase the eligibility status for students candidates to the Seal of Biliteracy.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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				Title 1
Total Estimated Cost for This Goal:				

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

Identified Need(s):	<ul style="list-style-type: none"> All teachers will use at least two (2) WICOR strategies during instruction All PLCs will transition to Microsoft Teams to support effective instructional collaboration. All teachers will continue to progress in PLC per DuFour's <i>Learning By Doing</i> All PLCs will refine discussion on common assessments and interim assessments within content areas. The Math department will continue to work with our Math IST in developing ongoing assessments and interim assessment benchmarks.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A Professional Development in <ul style="list-style-type: none"> AVID WICOR Strategies Consultant Teacher Hourly (Tech) PLC's 	<ul style="list-style-type: none"> PLC Agendas with description of meeting Walkthroughs demonstrating use of PD information 	All Students	Administration	\$10,000.00
Total Estimated Cost for This Goal:				\$10,000.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW	4.7%	3.7%
	FY (homeless)	12.9%	11.9%
	Hisp	4.8%	3.8%
	ELL	7.1%	6.1%
	AA	6.3%	5.3%
	Sped	9.6%	8.6%
Expulsion rate		0.1%	0.1%
Attendance Rate		95.85%	96.0%
Chronic Absenteeism		11.6%	10.6%

Identified Need(s):	<ul style="list-style-type: none"> • Counselors and administration will use the “Nest” as a tool for students needing to take a time-out or cool-down when stress is created due to difficulties in handling their daily routine. • Increase student school spirit as identified by the 2019 WASC Mid-Cycle Report – sense of uniqueness as an identifiable aspect of engagement. • ASB Director and Administration will work to incorporate additional Spirit Days and rallies throughout the school year to increase school spirit. • Use and monitor the school’s Peer Leaders to mediate minor conflicts students may have during the day. Peer Leaders work closely with their teacher and counselors to maintain fidelity and anonymity within each case presented to the counseling department. • Safety will be increased by the use of the Raptor system to verify the identity of adults prior to entry on campus.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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				Title 1 Attendance supports and incentives are not allowable out of Title I.
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	15
Parent Engagement and Local Climate Survey	28%	30%

Identified Need(s):	<ul style="list-style-type: none"> • The Parent Link Crew will continue to develop and implement workshops to educate other parents on graduation requirements, financial aid and college applications. • Parent Center classes will continue to offer computer and Internet classes to parents. • BlackBoard Connect/TVs/Marquee will continue to be used as means of communication to parents. • Parents will attend CAFE Conference to improve academic supports to their students.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A Parent Center workshops	<ul style="list-style-type: none"> • Sign-in sheets • Purchase Orders • 	All	Administration	\$2832.00
6B Conference CAFE/ Parents to support EL students	<ul style="list-style-type: none"> • Debriefing at ELAC and SSC • Teachers using strategies used with EL students 	EL Students	Administration	\$3665.00
Total Estimated Cost for This Goal:				\$6497.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional monies to Homework Center/Tutors for lunchtime tutoring	All	\$4,000.00	Administration

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.	\$136,888.00
<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).	\$6,497.00
Total amount of federal funds allocated to this school		\$136,888.00

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 and 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

	<ul style="list-style-type: none"> • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • 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
Renee Castanon	Principal	Not-Applicable	Not-Applicable	1
OPEN	Classroom Teacher	2 Years		1
OPEN	Classroom Teacher	2 Years		1
Steve Jennings	Classroom Teacher	2 Years	May 2020	1
Tamara Greene	Classroom Teacher	2 Years	May 2020	1
Silvana Guerrucci-Pierce	Other Staff Member	2 Years	May 2021	1
Sub Total: 6				
Alma Loza	Parent/Community Member	2 Years	May 2020	1
OPEN	Parent/Community Member	2 Years		1
Janelle Ramos	Parent/Community Member	2 Years	May 2021	1
Michelle Pham	Student Member	1 Year	May 2020	1
Skylah Brown	Student Member	1 Year	May 2020	1
Eliza Liu	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: 10/30/19.

Attested:

Renee Castanon
 Typed name of School Principal

[Signature]
 Signature of School Principal

10/30/19
 Date

Stephen Jennings
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

10/22/19
 Date